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INSIDE

NATIONAL

Where's the education reform movement headed? NEA urges a fresh look at how schools are managed... 3

... and Harvard scholar says it's time to redefine what we mean by excellence. 17

STATE

Head count: California, Texas lead nation in enrollments. 5

LOCAL

Table talk: latest contract wrinkles. 4

Fresh-picked, NEA is choice of Orange County, Fla., support workers. 7

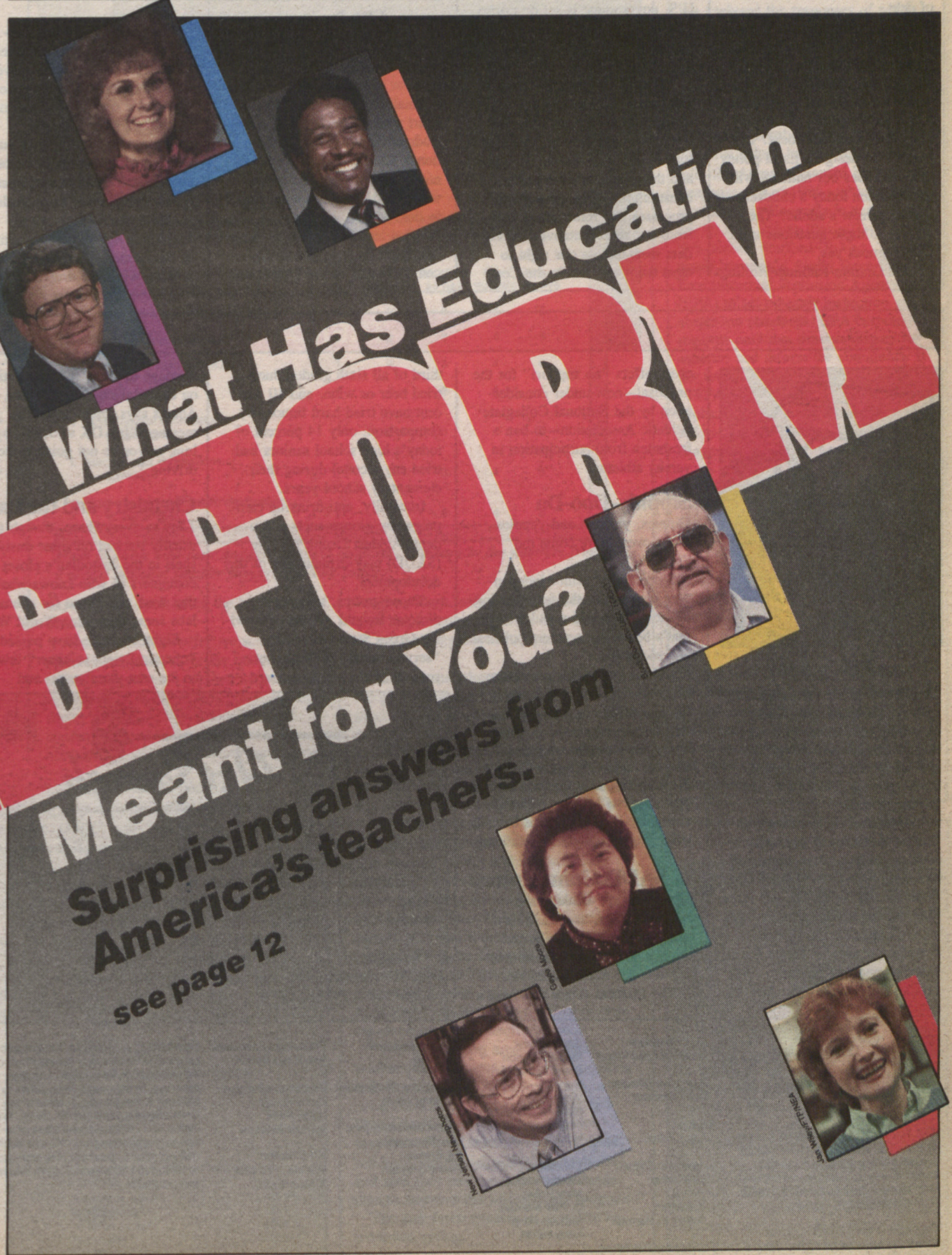
HUMAN RIGHTS

Asian and Pacific Americans: getting beyond the media message. 6

CLASSROOM

Sweeping the nation: read four, eat one. 9

P.L. 94-142: a ten-year retrospective. 10



PRESIDENT'S VIEWPOINT

Flight from Democracy

The federal budget deficit must be reduced. Without delay. Without timidity. Without partisan divisiveness.

We, as a people, are dedicated to this proposition, dedicated to eradicating the swollen deficit that threatens our national welfare.

Our legacy to future generations must not be an annual payment-due notice of $220 billion. We dare not bequeath to our children an unbearable burden of debt.

A national consensus, pollsters tell us, now supports this canon of incontrovertible truths. But can this consensus be translated into an economic program that reasonably and effectively reduces our national debt? Is it possible to design a fiscal policy that embodies our national will to disburden today's children and tomorrow's adults? The answer to these questions is an unambiguous yes.

Is the Gramm-Rudman-Hollings budget-balancing legislation that Congress enacted late last year the vehicle we need to see us through the fiscal challenges ahead? The answer is an equally emphatic no.

Gramm-Rudman-Hollings specifies that in any given fiscal year, if Congress and the President are unable to meet predetermined deficit-reducing targets, *automatic cuts* displace the deliberative process for which we elect national leaders. The U.S. government is set on cruise control. A formula rules the nation.

Gramm-Rudman-Hollings represents nothing less than abdication of responsibility by our elected officials in Washington. In effect, it directs Congress and the President to abandon constitutional decision-making processes. By removing power from our representatives, it renders meaningless our right to elect them and mocks the Constitution that guarantees that right.

Joe Di Dio

NEA President
Mary Hatwood Futrell

Small wonder that a federal court recently declared Gramm-Rudman-Hollings unconstitutional. That ruling, however, is now under appeal, and meanwhile the time bomb continues to tick.

What lesson, I wonder, does this flight from responsibility convey to our nation's children? Our schools strive to help students develop the skills and attitudes they will need as concerned, active, thoughtful citizens. We hope to send forth from our classrooms students who can analyze priorities, choose among options, and reach reasoned conclusions.

To the students we work so hard to educate for the task of thoughtful citizenship, Congress is now issuing a very different message: Don't sweat it, kids. If your abilities falter, try irresponsibility. If a problem is too difficult, look for a gimmick.

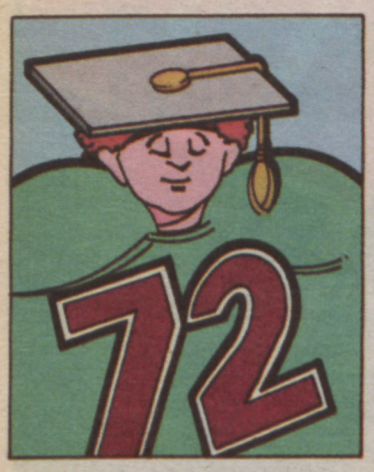
The gimmick of Gramm-Rudman-Hollings—government by thoughtless formula—leaves no room for national priorities. The cruise control mechanism recognizes no relationship between our investment in public education and the health of our economy. The mechanism has no compassion for the homeless. . . the hungry. . . the handicapped. It has no understanding of the farmer's despair. It feels nothing when the dreams of young people are shattered.

The Gramm-Rudman-Hollings formula recognizes only numbers—a deficit of $144 billion by 1987, a cut of roughly $70 billion. Current estimates suggest that reaching that target will require slashing domestic social programs by upwards of 30 percent. [*See Washington Watch, page 6.*]

This irresponsibility makes victims of us all. It makes America a nation at risk. Rep. Charles E. Schumer (D-NY) has called the Gramm-Rudman-Hollings amendment "self-inflicted fiscal terrorism." Strong words—but they make clear our responsibility as vigilant citizens.

We must demand that our elected officials perform the work for which we elected them—to represent the national will through a process of conscientious deliberation and carefully crafted compromise. Now is the time for every member of Congress to return to this process—to return us to government by thoughtful people, not by mindless mechanism. □

TRENDS



Future Refrigerators Warm Up to Academics

Athletes perform as well academically as nonathletes during their freshman year in college, according to a comprehensive study sponsored in part by the College Board.

"Particularly interesting was that on measures of persistence—such as...credit hours attempted and completed—the athletes consistently had higher success rates than the nonathletes," notes Robert G. Cameron, the College Board's executive director for research and development.

The study, concludes Cameron, offers "no support" for the proposal—now under consideration by the National Collegiate Athletic Association—to ban freshmen from participation in varsity athletics.

Sippidy-Doo-Da

Hippies, yippies, and yuppies move over. Here come the "sippies."

Sippies are "senior independent pioneers"—the fast-growing 55- to 80-year-old population that's becoming a potent political and social force.

As this group becomes more influential, predicts sociologist Lynette Milner, it's likely "there will be less emphasis on youth and youth-oriented products." But the major change will be in the way sippies are viewed: society, suggests Milner, will at last recognize how much sips have to offer yugs (younger generations).

A SADD Commentary

More kids are drinking more alcohol earlier, according to a nationwide survey conducted by the National Parents' Resource Institute for Drug Education.

The Institute found that over a third of all sixth graders have tried beer or wine, and 10 percent have tried hard liquor. By comparison, only 14 percent of today's high school seniors had tried any alcohol during their elementary school years.

Ironically, anti-drinking campaigns by groups such as Students Against Drunk Driving (SADD) may explain part of this development.

Those groups, says survey director Ronald Adams of Bowling Green State University, "serve a useful purpose, but sometimes they give a mixed message to kids." Concentrating on the drinking/driving issue, Adams says, often sends the message "It's OK to drink so long as you're not going to be driving."

Chemistry and the Law

They're everywhere, though usually stacked on some dusty shelf in the custodian's closet—containers of who-knows-what that were purchased for chem labs some time after World War II.

Eighteen states have passed "chemical right-to-know" laws in the past three years, and others will likely soon follow. The laws typically require schools to identify all chemicals and to educate all employees about the chemicals they're exposed to. The laws also carry strict fines for violations and sometimes make employers legally liable for accidents or illness resulting from noncompliance with right-to-know provisions.

The bottom line for school employees: safety. *And*—if schools don't strictly adhere to regulations—the full backing of the law if an employee refuses to come in contact with hazardous or unidentified substances. □

nea ArtSearch

NEA is launching a nationwide competition for a $5,000 commission (plus expenses) to prepare a work of art—in any visual medium—for permanent display at NEA Center in Washington, D.C.

The artwork will celebrate teaching and learning. Application forms, with detailed instructions for submitting proposals, are available from Howard Belton, NEA Director of Internal Operations, 1201 16th St., N.W., Washington, DC 20036.

Deadline for submission of proposals is September 1, 1986. A jury of NEA members who teach art will choose the winner by December 1, 1986.

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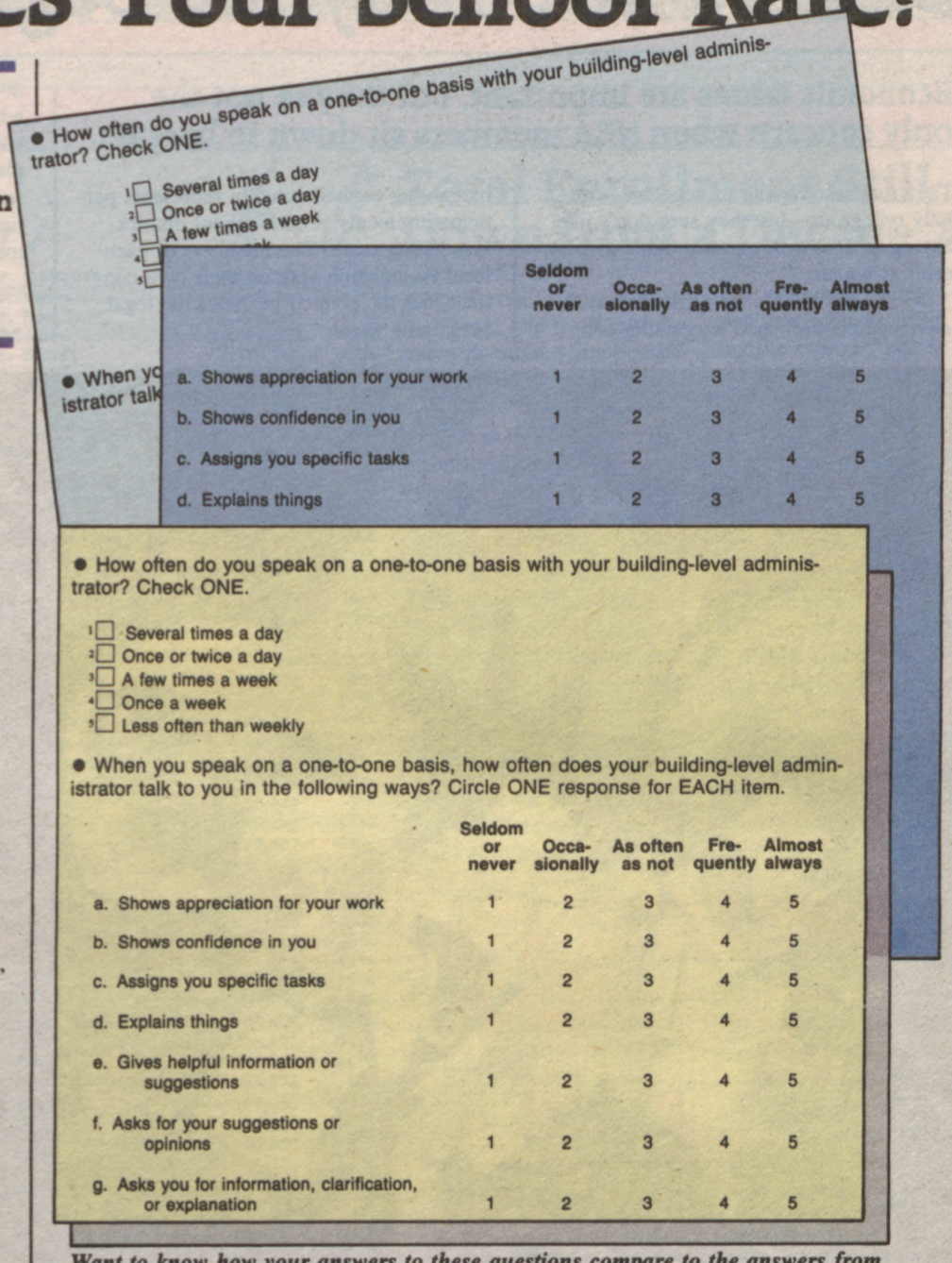
EFFECTIVE MANAGERS

How Does Your School Rate?

Education researchers agree: one of the pillars of an effective school is a good, open working relationship between teachers and principal. But few schools come close to that ideal. Does yours?



● How often do you speak on a one-to-one basis with your building-level administrator? Check ONE.

1 ☐ Several times a day
2 ☐ Once or twice a day
3 ☐ A few times a week
4 ☐
5 ☐

● When yo
istrator talk

	Seldom or never	Occa-sionally	As often as not	Fre-quently	Almost always
a. Shows appreciation for your work	1	2	3	4	5
b. Shows confidence in you	1	2	3	4	5
c. Assigns you specific tasks	1	2	3	4	5
d. Explains things	1	2	3	4	5

● How often do you speak on a one-to-one basis with your building-level administrator? Check ONE.

1 ☐ Several times a day
2 ☐ Once or twice a day
3 ☐ A few times a week
4 ☐ Once a week
5 ☐ Less often than weekly

● When you speak on a one-to-one basis, how often does your building-level administrator talk to you in the following ways? Circle ONE response for EACH item.

	Seldom or never	Occa-sionally	As often as not	Fre-quently	Almost always
a. Shows appreciation for your work	1	2	3	4	5
b. Shows confidence in you	1	2	3	4	5
c. Assigns you specific tasks	1	2	3	4	5
d. Explains things	1	2	3	4	5
e. Gives helpful information or suggestions	1	2	3	4	5
f. Asks for your suggestions or opinions	1	2	3	4	5
g. Asks you for information, clarification, or explanation	1	2	3	4	5

Want to know how your answers to these questions compare to the answers from a recent national teacher survey? See box below.

American teachers seldom get asked questions like the ones on this page.

How schools are managed just isn't a question that's attracted much public attention. The education reform plans that have surfaced over the past three years have in fact largely ignored questions of school management.

But NEA is out to remedy this lack of attention. NEA Executive Director Don Cameron recently began the effort when he testified before a National Governors' Association panel in Little Rock, Ark.

"The education reform movement has given school management only a passing glance," Cameron noted. "Policymakers have focused almost exclusively on teachers, and argued endlessly over how to motivate them to perform better. It's time for school management to be given the serious attention it has so far been denied."

Cameron's testimony drew extensively from preliminary data just compiled from a unique and comprehensive national teachers' survey conducted by NEA Research. The survey quizzed a sample of close to 1,800 members.

The NEA survey found wide discrepancies between the way schools are managed and the ideal management practices suggested by researchers who have studied effective schools.

Researchers, for instance, point out that administrators in effective schools communicate regularly with teachers on a one-to-one basis, frequently offering advice and assistance. The NEA survey results show fewer than 50 percent of teachers speak with their administrators once a day. What's worse, almost 20 percent talk with administrators less than once a week. Most often the topic is student behavior.

Administrators in effective schools, research indicates, offer the positive, helpful supervision connoted by items A through G in the NEA survey. But the survey found that about 45 percent of teachers say their administrators only occasionally—or *never*—show appreciation for their work, assign them specific tasks, give helpful suggestions or information, or ask for suggestions or opinions.

The key question: how do we close the gap between effective management practices and less-than-effective school realities?

One way would be to bring teachers and principals together to fashion strategies that could help teachers and administrators work better together.

A new joint project of NEA and the National Association of Secondary School Principals (NASSP) is doing just that. Established last summer, a special task force comprising three NEA teacher-members and three NAASP principal-members is well on its way toward producing a guide that will allow secondary principals and teachers to compare their own schools—and how they're run—to factors the task force identifies as critical elements of an effective school.

"We're exploring areas of mutual teacher-principal responsibility," explains task force member Janet Robertson, a home economics teacher from Seattle's Shoreline High. "We're looking, for instance, at how teachers and principals can build strong ties with the community, and how they can develop a schoolwide plan to improve the instructional program."

The task force expects to complete its work this spring.

—Bill Fischer

How 1,800 Teachers Responded

How often do you speak on a one-to-one basis with your building-level administrator?

Several times a day	19.1%
Once or twice a day	27.1
A few times a week	28.6
Once a week	7.4
Less often than weekly	17.8

When you speak on a one-to-one basis, how often does your building-level administrator talk to you in the following ways?

a. Shows appreciation for your work:

Seldom or never	15.2%
Occasionally	28.0
As often as not	15.1
Frequently	28.7
Almost always	13.0

b. Shows confidence in you:

Seldom or never	7.2%
Occasionally	16.6
As often as not	13.8
Frequently	31.7
Almost always	30.7

c. Assigns you specific tasks:

Seldom or never	10.4%
Occasionally	33.0
As often as not	18.4
Frequently	29.7
Almost always	8.6

d. Explains things:

Seldom or never	11.0%
Occasionally	25.9
As often as not	22.3
Frequently	27.2
Almost always	13.6

e. Gives helpful information or suggestions:

Seldom or never	17.8%
Occasionally	28.9
As often as not	19.6
Frequently	22.9
Almost always	10.8

f. Asks for your suggestions or opinions:

Seldom or never	19.9%
Occasionally	25.2
As often as not	18.5
Frequently	25.8
Almost always	10.6

g. Asks you for information, clarification, or explanation:

Seldom or never	12.1%
Occasionally	30.0
As often as not	24.2
Frequently	25.5
Almost always	8.2

News Beat

Because asbestos contamination is of such concern, this month's roundup is devoted to it exclusively.

● **Survey update.** School districts are spending enormous sums of money on asbestos cleanup, but they rely too much on untrained school personnel to inspect for hazardous asbestos and often use unqualified laboratories to conduct sample testing. So reports NEA's asbestos clearinghouse, which has analyzed the responses of nearly 1,000 districts to an Association survey distributed nationwide last fall. These districts have spent a total of more than $86 million—$17,000 per building—on asbestos abatement.

● **Some federal success.** NEA lobbyists have helped hammer out a new bill—the Asbestos Hazard Emergency Response Act of 1986—which was introduced in Congress in early February by Rep. James Florio (D-N.J.) and Sen. Robert Stafford (R-Vt.). The proposed law would finally force the Environmental Protection Agency (EPA) to set asbestos inspection and abatement standards. EPA currently requires only that schools inspect for asbestos and inform the community if it's found.

EPA has also sent all school districts applications for some $48 million in federal aid to help pay for asbestos abatement projects this year.

● **Parent outrage.** School administrators in the southwest Philadelphia suburb of Chester, Pa., recently faced the wrath of hundreds of parents who kept their children out of three schools in an attempt to force the district to remove potentially hazardous asbestos. Members of the local NEA affiliate, the Chester Upland Education Association, honored the parents' picket lines, forcing the district to close the schools for a week. The schools reopened after parents and staff were assured that the buildings would be carefully monitored for evidence of asbestos fibers and that any potentially harmful asbestos would be removed this summer. □

WELL PUT!

Joe Di Dio

"The National PTA applauds the Florio/Stafford bill to bridge the gap between the helpful, but so far quite limited, efforts of EPA to address the asbestos-in-schools problem, and the effort actually needed to ensure that the nation's school children will be safe from deadly asbestos."

—Millie Waterman, National PTA vice-president for legislative activity, at a news conference on the introduction of the Asbestos Hazard Emergency Response Act of 1986.

AT THE TABLE

Salary and Benefits Are Only the Beginning. . .

Economic issues are important, but they're not the only concern when NEA members sit down to bargain.

When a local Association is in negotiations, most people think primarily of salaries and benefits. And in the quarter century since NEA members first began to win the right to bargain master contracts with their employers, they've achieved major gains in both these economic areas.

The average teacher salary rose 193 percent between the 1969-70 and 1985-86 school years—an increase that more than kept pace with the rise in the cost of living.

Salaries lost ground during the double-digit inflation of the late 1970s but have rebounded during the first half of the 1980s. This year, local Association contracts boosted teacher salaries 7.3 percent—including movement on the salary schedule—while the cost of living has risen only 4 percent.

But economic issues aren't the only concerns of NEA members at the bargaining table. Class size and release time for teachers, work clothes and protection against job hazards for custodial personnel, breaks for secretaries, and duties of aides—all of these "contract language" issues are important in negotiations.

Teachers and other school employees are still relative newcomers to collective bargaining. The first state to provide bargaining rights to public school employees was Wisconsin, in 1959. The latest was Ohio, in 1984.

Thirty-three states now have laws granting school employees the right to bargain. In many other states, no specific law exists—but strong local Associations have been able to win the right to bargain with their school boards. In only three states are public school employees still prohibited from bargaining collectively.

Kircher & Associates/Steve Tuttle

The enormous disparities in state laws mean there's no single bargaining model for NEA affiliates. State and local Associations learn from each other—and adopt the approach that works best for them. Here's a sampling of the ways Associations are approaching bargaining in 1986:

► A number of local affiliates in **New Jersey** have found strength in unity—unified locals, that is. The Education Association of Morris (TEAM) is one. Its 650 members include teachers, custodians, maintenance and security personnel, bus drivers, secretaries, cafeteria workers, and classroom and playground aides. TEAM's members are not only united in one Association, they also bargain one all-inclusive contract that covers every job category.

"We've been a unified local for three years," explains TEAM President Jim Frendak, a teacher at Morristown High School, "and we've developed real cohesiveness as an Association family. The school board can no longer play one group of employees off against another. They may like having to negotiate with only one group—but they sure don't like having to deal with a group that's as powerful as we are."

► Several NEA state affiliates have developed coordinated bargaining programs. In coordinated bargaining, representatives from the local Associations in a given geographic area join together in a bargaining council that meets regularly to draw up common bargaining goals.

"Teachers in Indiana wouldn't be where we are today if it weren't for our bargaining councils," says David Russell, a high school English teacher in Munster who served for six years as chair of an **Indiana** State Teachers Association council.

"The first things that hit us when our council began to meet about 10 years ago were how much each local Association's bargaining affects neighboring locals—and how much we had to learn from each other," Russell recalls.

"With coordinated bargaining, you no longer have early low settlements that neighboring boards can hold up to their local Associations," Russell adds. "You talk things through and develop a coordinated approach to negotiations."

► The **Oregon** and **Michigan** Education Associations have taken coordinated bargaining one step further—to single-agent, or unified, bargaining, where a bargaining council actually represents participating locals at each school district negotiating table. The members of each local Association vote on their own contract, but the council becomes the legal bargaining agent.

Just as there's no single bargaining model that works for everyone, there's no one type of contract language that's universally sought after. Indeed, bargaining laws differ from state to state as to how far beyond economic concerns a contract may even go.

But an informal poll of state Association bargaining coordinators turns up these wrinkles on the "creative contract clause" front around the country:

► The **Montana** Education Association is several steps ahead of the teacher shortage. MEA has developed model contract language providing that only fully certified teachers can perform teaching duties. The model language is already on the table in about six locals—and will appear in many more as bargaining gets under way this spring.

► Despite the fact that Colorado has no state law that expressly permits collective bargaining for school employees, 80 percent of **Colorado** Education Association members work under contracts negotiated by their local Associations. While salaries remain an important issue at the table, the focus of many CEA affiliates now is on improving the conditions under which members work. Among the contract clauses CEA locals are bargaining: planning time for elementary teachers, reductions in class size, and compensatory time off for members who attend school meetings in the evening.

This summer will mark the tenth anniversary of **California's** collective bargaining law. For the past couple of years, education reform issues—such as the longer school day and year and the state's mentor teacher program—have been major negotiating concerns. But now, the California Teachers Association reports, economic issues have returned to center stage.

The Sweetwater Education Association, which represents 1,200 teachers in a high school district south of San Diego, recently negotiated a 1986-89 contract with a new approach to salary hikes. It provides for automatic annual pay raises of the same percentage as the funding increase the district receives from the state. The contract can be reopened in specific situations—if, for example, the state's method of funding changes, or instructional changes alter working conditions.

"Our new contract includes a strong maintenance-of-standards clause," explains SEA President Kathy Karins. "The district can't change *any* conditions of employment during the life of the contract. You have to build in safeguards for a contract like this to work."

Other major gains in the new SEA contract: a reduction of average class size to 28 and an Employee Assistance Program, fully paid by the employer, that will provide confidential help for school employees with psychological, drug, or alcohol problems.

Louisiana, like most states in the Deep South, has no collective bargaining law—and no local Associations with official, negotiated contracts. But the 300 members of the St. John Association of Educators—teachers and support personnel—are working hard to become the first.

SJAE came out of a bitter 38-day strike last fall with an informally negotiated settlement that included a 10 percent salary increase—and the determination to make bargaining official. Through political action, SJAE has since won the recall of three school board members and elected two new bargaining supporters.

"We've won improvements by lobbying the board," says SJAE President Wilhelmina Armour. "But without a contract, anything you gain can be taken away—there's no guarantee.

"We're not only interested in salaries," she adds. "We want a formal channel of input about what goes on in our schools—class loads, preparation time, and other working conditions."

—Heidi Steffens

State Side

MIDWEST

The Iowa State Education Association (ISEA) is working to "thaw" Gov. Terry Branstad's proposal to freeze property taxes and state spending. As part of a coalition of education organizations, ISEA is encouraging grassroots legislative lobbying efforts with the theme "Don't Freeze Iowa's Future."

"The first step was to identify problems that will be created in local districts if the governor's proposals are adopted," reports ISEA President Phoebe Tupper. "Then we developed a structured lobbying approach to convince state legislators to work for increased school funding."

Association members from throughout the state have been coming to Des Moines on special lobbying days this winter. In February, ISEA attracted legislative comment and media attention by enlisting the help of a "snowman" to argue its case: a staffer dressed in snowman's costume, with a "Mr. Anti-Freeze" sign, waddled through the rotunda of the statehouse to make the point that a freeze in education spending would devastate the schools.

WEST

Early in March, in a suit brought by the Texas State Teachers Association (TSTA) and NEA, a state court in Austin ruled that the Texas Examination of Current Teachers and Administrators (TECAT) is legal.

NEA and TSTA had contended that lifetime certification is a contract between the state and certificate holders, and that a test that would decertify teachers and others unable to pass it would violate that contract.

The court rejected the NEA/TSTA argument, ruling that the portion of the 1984 education reform law that authorized the test was constitutional under state law and that actions taken to implement it were lawful. The court also ruled that the first administration of the test, scheduled for March 10, could go forward as planned.

As we go to press, TSTA and NEA have appealed the decision to the Texas Supreme Court, hoping to establish at a minimum the right to remediation before anyone's certificate is revoked.

SOUTHEAST

Georgia teachers were fired up—and they won't have to take any more.

Last December, veteran teachers, along with brand-new teachers and teachers new to Georgia, turned up to take the state teacher test required for initial or continued certification. What they found was needless expense and needless insult.

To start with, they were required to pay the test fee with cashier's checks or money orders—although students can pay SAT fees with personal checks. Then, because the test was given at only six sites, some teachers had to spend the previous night in a motel.

Teachers weren't allowed to use the restrooms at the test sites either before or after the test—instead, they had to raise a hand *during* the test and get a monitor to take them out. Inside the testing room, a Wells Fargo security guard was conspicuous—but the monitors were in the corners chatting.

The following month, the 300 teachers attending a Georgia Association of Educators legislative conference indignantly lobbied the state assembly and the state superintendent for reforms. Their presentations were vigorous—and from now on, personal checks will be accepted. Indeed, the state will reimburse each teacher for one $35 testing fee, retroactive to July 1, 1985.

The test will be administered at 13 sites—no more motel bills—and each site will have a waiting area with restrooms. Finally, an education department consultant will be at each site to monitor the administration of the test and report any difficulties.

PACIFIC

It was, thank goodness, a warm day in Alaska on Saturday, February 1. With the temperature hovering at a comfortable 30°F, NEA-Alaska members held an outdoor march and rally at the State Legislative Affairs Office in Anchorage.

The NEA-Alaska Delegate Assembly was meeting in the city. The 220 delegates—joined by another 200 Anchorage teachers, school support personnel, and parents—rallied in support of NEA-Alaska's top 1986 legislative priority, a bill that would amend state law to provide for binding arbitration as the final step in the bargaining process.

Using a telephone and loudspeaker hookup, Alaska Gov. Bill Sheffield addressed the demonstrators from the state capital in Juneau, reaffirming his support of the bill.

NORTHEAST

The New Jersey Education Association is launching a new project to develop student dropout prevention plans in local school districts as well as to improve state monitoring of the scope of the dropout problem.

Information on what constitutes a successful dropout prevention program will be parlayed into training materials for NJEA's 614 local affiliates, with a special emphasis on the 56 urban locals where the dropout rate is highest.

The Association will also be identifying ways to improve state-level reporting and monitoring of dropouts, since NJEA figures show the number of dropouts may be radically understated by some districts.

The project, designed to complement NEA's new Operation Rescue dropout prevention program, is particularly essential now, NJEA leaders point out, as a state-imposed high school proficiency test goes into effect this month. The test has the potential to make the dropout rate even worse.

A "report card" written by nearly a fourth of Vermont's 6,000 Association members confirms the general soundness of the state's education system—but suggests the need for more financial and community support, says Vermont-NEA President Maida Townsend.

The Association compiled the report card from a member survey in which most teachers gave the schools high marks (A or B) in such areas as administration, working/learning conditions, and instruction. But 40 percent rated the amount of clerical help they receive D or F; 23 percent gave a D or F to in-service programs.

As for community support, the majority gave only a C to number of school volunteers, activeness of the parent-teacher organization, parental attention to homework, and parental support for the school budget.

OVERSEAS

Shock waves from the Gramm-Rudman budget ax are being felt around the world. Overseas Department of Defense (DOD) Dependents Schools have had their budget for the current fiscal year cut by 10.9 percent—approximately $60 million. Reductions for the 1987 fiscal year, beginning October 1, will be substantially greater.

DOD officials have identified the first two cost items targeted for total wipeout. Both have long been priorities of the Overseas Education Association (OEA) and were won only recently after years of struggle. One allowed teachers to transfer among geographic areas; the other—not yet implemented—mandated the hiring of aides to relieve teachers of nonclassroom duties.

Other budget-trimming options being considered by DOD include delaying the start of the school year by a month, filling only two out of every three teacher vacancies, and cancelling sabbatical leave programs.

"These cuts are unfair and reflect the priorities of the Department of Defense," points out OEA President Jack Rollins, who notes that DOD's overall budget is being reduced by only 4.9 percent. "It's a case of bullets before books."

OEA is distributing flyers to parents of students in overseas schools to gain their support—and has made proposals to counter the adverse impact that any cuts will have on teacher benefits and working conditions.

EIGHT STATES BUCK TREND

Total Enrollment Still Down from a Decade Ago

California, Texas, New York, and Ohio lead the nation in public school enrollments for the current school year. States with the fewest students to educate are Alaska, Wyoming, Delaware, and Vermont.

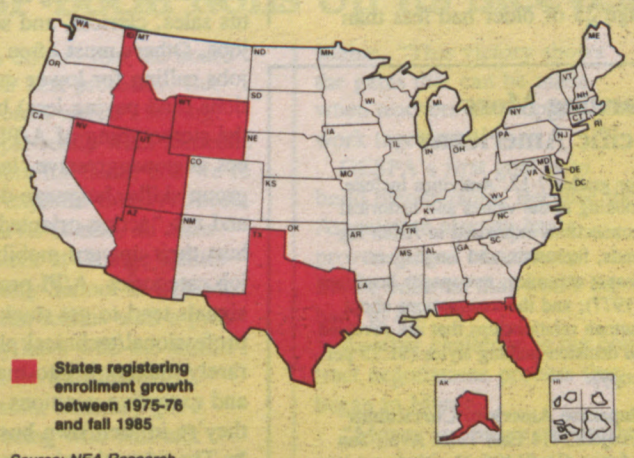
While many states are now reporting enrollment increases at the elementary level, total enrollment this year remains much lower than it was a decade ago. Only eight states have registered growth over 1975-76 levels (*see map*). All eight are in the south or west, reflecting general population trends over the past decade.

How will news of rising school enrollments in the next few years be greeted? Will public schools be faced with a hard-to-change "psychology of decline," following years of enrollment shrinkage?

More pupils create a need for additional staff, classrooms, and teaching materials, all of which cost money. The need for increased financial support for education may surprise local taxpayers accustomed to the years of decline.

Public school employees have a unique opportunity to communicate what's happening in their schools and the effects of enrollment growth on their school resources. In high-growth states, the message could probably bear repeating!

Rank	State	Total Enrollment, Fall 1985	Percent Change from 1975-76
1.	California	4,242,240	-4%
2.	Texas	3,149,380	+12%
3.	New York	2,608,500	-23%
4.	Ohio	1,793,400	-22%
5.	Illinois	1,776,756	-22%
6.	Michigan	1,680,000	-21%
7.	Pennsylvania	1,673,450	-25%
8.	Florida	1,559,429	+1%
9.	New Jersey	1,116,194	-23%
10.	North Carolina	1,092,893	-8%
11.	Georgia	1,064,600	-2%
12.	Virginia	968,104	-12%
13.	Indiana	966,057	-18%
14.	Massachusetts	841,255	-29%
15.	Tennessee	815,414	-7%
16.	Louisiana	804,600	-5%
17.	Missouri	795,107	-18%
18.	Wisconsin	768,000	-20%
19.	Washington	748,662	-5%
20.	Alabama	730,460	-4%
21.	Minnesota	696,513	-21%
22.	Maryland	671,560	-24%
23.	Kentucky	643,903	-7%
24.	South Carolina	605,790	-4%
25.	Arizona	596,200	+20%
26.	Oklahoma	596,000	0%
27.	Colorado	550,642	-3%
28.	Iowa	485,443	-21%
29.	Connecticut	472,427	-28%
30.	Mississippi	464,280	-9%
31.	Oregon	447,522	-6%
32.	Arkansas	433,410	-9%
33.	Kansas	410,229	-7%
34.	Utah	403,305	+30%
35.	West Virginia	357,923	-11%
36.	Nebraska	265,819	-16%
37.	New Mexico	264,886	-7%
38.	Idaho	211,425	+8%
39.	Maine	206,827	-17%
40.	Hawaii	163,899	-7%
41.	New Hampshire	160,974	-8%
42.	Nevada	155,000	+11%
43.	Montana	154,072	-10%
44.	Rhode Island	133,450	-24%
45.	South Dakota	123,875	-18%
46.	North Dakota	117,970	-10%
47.	Alaska	107,452	+20%
48.	Wyoming	102,779	+17%
49.	Delaware	92,901	-27%
50.	Vermont	90,200	-14%
	U.S. TOTAL	39,468,269	-12%



Source: NEA Research

HUMAN RIGHTS

Celebrate Asian/Pacific American Heritage Week, May 3-10

The week of May 3 is a perfect time to explore with your students the rich heritage of the nation's almost 4 million Asians and Pacific Islanders.

NEA's Human and Civil Rights unit suggests the week is also a good time to examine the reality behind the perception often promoted by the media that Asians and Pacific Islanders are a "model minority group"—highly motivated and successful in school or on the job, with a well developed work ethic and strong family ties.

This positive image is in reality an overgeneralization of many A/PI groups' and individuals' determination to claim the American dream—to overcome bigotry, rejection, and economic and social barriers.

This image is persistent because it's based on statistics about successful people. Current statistics are not readily available about the unsuccessful and needy members of this group. In fact, their problems may not come to light officially until after the 1990 census.

Organizations representing Asian and Pacific Americans, however, contend that the success stereotype is false. They point to 1980 census data and their own experiences that present a far different picture—one that shows a people diverse not only in culture, ethnicity, religion, and language, but also in well-being—a picture that shows many needy, neglected, and invisible people.

► The 1980 census found that just 3.6 percent of all Americans age 25 or older had less than five years of schooling—contrasted with 6.4 percent of the A/PI population, including 7.0 percent of Filipinos and 10.3 percent of Chinese and Vietnamese residents.

► While 16.2 percent of all U.S. adults have graduated from college, only 9 percent of native Hawaiians, 8 percent of Guamanians, and 11 percent of Samoans have.

► Asian and Pacific Americans are employed disproportionately in low-paying service jobs despite their higher education. In fact, 76 percent of Filipino family heads and 53 percent of Chinese family heads with college degrees are working in low status sales, clerical, and service jobs. Others must often accept jobs calling for lower qualifications (and paying less) because the stereotyping of A/PI employees as nonaggressive, lacking group skills, language-deficient, and not "action-oriented" has hurt their upward mobility in all job categories. A/PI professionals tend to get stuck on professional/technical plateaus, rarely making it into managerial and executive positions—unless they're in their own businesses.

► The educational success of some Asian and Pacific Americans has produced discrimination, and societal bigotry has increased the incidence of illnesses and suicidal behaviors among Asian and Pacific Americans. As the media promote the success of A/PIs, the subliminal message transmitted is that A/PIs are "better" than other ethnic minorities—a message that increases cross-cultural tensions.

—Mary Faber

Resources for Learning More About Asian and Pacific Americans

Asian Pacific American Heritage Council, P.O. Box 8135, Rockville, MD 20856. Commemorative materials, including the presidential proclamation on the week and articles by ethnic organizations ($1 per copy, plus $1 for shipping and handling for the first item and 25¢ for each additional item). Educational packet, including bibliographies and suggested activities ($5 per copy, plus $2 per order for shipping and handling). Poster ($2 each plus $1 shipping and handling for the first item and 25¢ for each additional item).

Hawaii Visitors Bureau, 2270 Kalakaua Ave., Honolulu, HI 96815. "Hawaii: The Aloha State" brochure contains classroom-oriented information on history, geography, government, and people (single copies free).

Intercom, 218 East 18th Street, New York, NY 10003. *Intercom 89: Global Perspectives Through Asian Experiences*, a publication for teachers containing classroom activities for grades 7-12. Activities include looking at the values and historical connections expressed in Asian legends, literature, and languages; maps; ceramics; newspaper headlines (1977); and the assumptions about human relationships that are revealed in decision-making styles ($1.75 per copy).

Japanese American Curriculum Project, 414 East Third Ave., San Mateo, CA 94401. Curriculum development assistance, in-service training, and resource library for elementary and secondary teachers and students. Write for a catalog ($2) listing records, journals, audiovisual materials, dictionaries, language books, games, and dolls.

Population Reference Bureau, Inc., 2213 M St., N.W., Washington, DC 20037. *Population Bulletin*, Vol. 40, No. 4, "Asian Americans: Growth, Change, and Diversity" ($4 each plus $1 per order for shipping and handling).

MISSING CHILDREN

The kids pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters in your school or elsewhere, please contact the Center immediately at **800/843-5678.**

Hector Modesto Martinez
Born: 8/3/74.
Last seen: 7/13/85 in East Los Angeles, Calif.
5', 70 lbs., brown eyes, black hair.

Sandi Lynn Sunderland
Born: 2/17/76.
Last seen: 10/7/85 in Bullhead City, Ariz.
4'3", 70 lbs., blue eyes, blonde hair.

Anthony Hunderford
Born: 5/6/69.
Last seen: 10/11/85.
5'10", 140 lbs., blue eyes, brown hair.

WASHINGTON WATCH

'Rewards' of Gramm-Rudman

"The budget battle promises to be long and hard, but the rewards will be great."
—President Reagan at a White House briefing, January 27, 1986

Just how rewarding will the budget battle be? Let us count the ways...

NEA Government Relations analysts have computed the "rewards" the Reagan Administration proposes for America's school districts. The list below projects the specific ways local districts could be affected by the cuts forced by the Gramm-Rudman-Hollings legislation signed into law late last year. These projections reflect the initial cuts for the 1986-87 school year, totaling $678 million. If the Reagan Administration's proposed $3.2 billion cuts for fiscal year 1987 are approved, the impact will be much more drastic.

Compensatory Education
► The cut of $158 million in grants to states could result in the loss of 50 Chapter 1 programs serving 73,000 students.
► The cut of $11.3 million in migrant education programs could result in the loss of 350 teachers, ending services to 7,500 students.
► The cut of $7.8 million in programs for handicapped, neglected, and delinquent students could mean a loss of 500 teachers and aides, ending services to 5,000 students.

Impact Aid
► The cut of $29 million in impact aid funds to districts with high concentrations of federal property could result in the loss of 135 replacement school buses, 1,300 sets of books and materials, 250 teachers, and 1,350 microcomputers.

Block Grants
► The cut of $21.5 million in Chapter 2 grants to states could result in the loss of 350 teachers serving 12,000 students, and 10 innovative programs serving 7,500 students.

American Indian Education
► The cut of almost $2 million in grants for educational programs to assist American Indian/Alaska Native students could result in 40,000 students' losing tutoring services.

Bilingual Education
► The cut of $6 million from bilingual programs could mean the loss of 36 projects serving 13,500 students.

Handicapped
► The cut of $52 million in grants to states could disrupt educational services to handicapped students in 1,100 school districts, including the loss of 1,200 teachers and aides and necessary special equipment in 900 districts.

Handicapped Vocational Rehabilitation
► The cut of $44 million in grants to states could mean the loss of 90 programs serving 50,000 handicapped students.

Vocational and Adult Education
► The cut of $33.6 million in grants to states could result in the loss of programs serving 150,000 students.
► The cut of $4.3 million in adult education could eliminate literacy programs for 45,000 people in basic elementary/high school programs and 10,000 in GED programs.

College Student Financial Assistance
► The cut of $154 million in Pell grants could remove 91,000 college students from eligibility.
► The cut of $17.7 million in Supplemental Educational Opportunity Grants could mean 31,000 fewer awards.
► The cut of $25.4 million in Work Study awards could mean 33,000 fewer awards.
► The cut of $8.1 million in National Direct Student Loans could mean 10,000 fewer loans.
► The cut of $3.2 million in Student Incentive Grants could mean 13,000 fewer awards.

Higher Education Institutional Aid
► The cut of $7.5 million in support for disadvantaged postsecondary students could eliminate services to 250,000 students.

Public Libraries
► The cut of $3.2 million in supplemental reading programs could mean 160,000 fewer acquisitions.

—Michael Pons and David Bourdon

Local Look

MISSOURI

People for the American Way, a national citizens organization working to counter extremism, recently presented its national Freedom To Learn award to an organized group of Hillsboro community members for standing up to attacks on the public schools.

It all started last winter when a few Hillsboro parents—inspired by Phyllis Schlafly's Eagle Forum—disrupted several school board meetings and attempted to restructure the curriculum. They protested and tried to persuade the school board to eliminate "controversial" courses like high school sociology and activities like elementary counseling.

That was before community leaders got together to form PACT—Patrons Against Censors' Tactics—and began showing a united front with the Hillsboro Community Teachers Association (HCTA) at school board meetings. In the end, the board refused to cave in to the extremists' demands.

HCTA and PACT also scored a major win in an election last spring to fill two seats on the school board. The two groups jointly endorsed two candidates and conducted vigorous political action campaigns on their behalf; both won decisively. A member of the extremist group campaigned hard for one of the seats, but lost.

MASSACHUSETTS

The 1985 reform law passed by the Massachusetts legislature called for an $18,000 minimum salary for teachers—but gave towns the local option of rejecting it. One of the first towns to do so was Hawley, in the northwest part of the state.

The law—under which the state would reimburse towns for the difference between current teacher salaries and the $18,000 minimum over the next two years—would be "too costly in the long run," argued opponents, who fear that when the state stops subsidizing the salary increases, Hawley will be set back thousands of dollars it can ill afford.

The plan was defeated by a town meeting vote this winter. Another vote is scheduled for May, and the 12 teachers at Hawlemont Regional School may yet see their starting salary boosted from its current $13,700 (among the lowest in the state) to the $18,000 norm.

"The proposal is not dead yet," says Hawlemont Teachers Association President Beverly Sevier. "With the behind-the-scenes lobbying of Hawlemont teachers and community members, we may be able to counteract some of the misinformation that's prevented townspeople from understanding why $18,000 is an appropriate starting salary."

Meanwhile, only a small fraction of other Massachusetts towns have boosted minimum salaries under the new law, since the short- and long-term implications of accepting the state dollars remain uncertain.

VERMONT

The Vermont Employment Security Board has backed the right of striking Hinesburg teachers to collect unemployment compensation. The 28 teachers were "permanently replaced" last April.

The school board failed to prove that the teachers were ineligible for unemployment comp because they had refused to return to work under a board-mandated "work policy." The recent decision confirms the original Employment Security Board ruling last May.

"As this increasingly expensive legal battle continues, it's ironic that a simple $15,000 compromise would have settled the strike after just two weeks," notes Hinesburg Teachers Association President Myrtle Kimball.

To date, 22 of the teachers have asked to return to their jobs under last summer's Vermont Labor Board ruling ordering the school board to reinstate them. The board has refused, and both sides have appealed to the state supreme court.

ARIZONA

For New Year's 1986, the Tucson school board served a 30-page "notice of filing" on every one of the 3,000 staff members represented by the Tucson Education Association. The notices—TEA members are calling them "subpoenas"—told them they're part of a class action suit.

The board contends that binding arbitration of grievances, a provision in TEA's contract for seven years, is illegal. The suit specifically names as defendants TEA itself and three members of the bargaining unit, but everyone else in the unit is included as members of the same class.

"Members are enraged," reports TEA President Bob Koehler, one of the named defendants. "We prize binding arbitration—ours may be the only provision in the Southwest—because it means school boards can't get away with breaking contracts. We've used it 32 times already."

Making the whole thing even stranger, Koehler adds, is the fact that the board and TEA were codefendants in a just-finished lawsuit in which the board argued exactly the *opposite*: that nothing in its TEA contract—*especially* binding arbitration—is illegal. TEA and the board prevailed in that suit.

"We're asking that this new case be thrown out on the grounds that the question has already been litigated," Koehler explains. "And we're thinking of burning the notices. We figure it took the district 189 reams of paper to serve notices on 3,000 people who are buying paper for their classrooms out of their own pockets because of tight budgets."

OREGON

Declining enrollments. A tight economy. Lack of community support for public schools. The La Grande Education Association (LEA) decided it was time to improve its community ties.

"We want to get the public more involved in education, build support for our schools—and improve teachers' image," says public relations committee chair Sharon Shannon, a high school math teacher.

Shannon and LEA President Wesley Falor developed a plan and submitted it to the Oregon Education Association—and LEA became one of three locals to receive funding under OEA's Community Action Pilot Project last fall.

So far this year, LEA has used a number of time-tested activities, including a series of flyers for parents on subjects like homework, discipline, and television, sent home with elementary students; programs for American Education Week and National Teachers Day; an April Teachers' Fair for the community; and coffee klatches that provide an opportunity for teachers and parents to sit down and chat in a parents' home.

"Our members are really getting involved, which is an important first step," says Shannon. "We see this as a long-term commitment to our community and our schools." □

SERVICE-ORIENTED OESPA WINS REP ELECTION

Bruce Borich

Shoulder to shoulder, loyal OESPA activists (from left): Bernice Jones, Joan Lemons, Pearl Price, Armor Evans, President Narvis Blaine, and Judi Armstrong.

Florida's Largest ESP Local Rolls Up Its Sleeves

More than 4,000 educational support personnel in central Florida's Orange County are newly represented by an Association affiliate, the Orange Educational Support Personnel Association.

They chose OESPA over "no representation" by a runoff vote of 1,689 to 1,340 this winter, after ousting their former bargaining agent, the American Federation of State, County, and Municipal Employees (AFSCME) in an earlier three-way election.

OESPA is the largest educational support unit represented by an FTP-NEA affiliate.

In a fierce anti-bargaining campaign, the Orange County school board tried to persuade the system's secretaries, maintenance workers, lunchroom workers, instructional aides, and bus drivers that the board was their best protector. But the balloters weren't buying.

"People really want someone to be there for them, and we're there," explains OESPA President Narvis Blaine, an attendance clerk at Orange Center Elementary School in Orlando. "They can call us with a problem they have with the administration or with their supervisors, and they get a human being who will talk with them and get started right away to help, not a recorded announcement that someone will call back sometime."

The 3,350-member Orange County Classroom Teachers Association (CTA) helped OESPA in the election, making phone calls, for example.

"We know the teachers are behind us all the way," says Blaine. "This victory shows the gains that can be made when teachers and support staff work together."

OESPA's first goal is to build membership. Because the Association already has a proven record of service, Blaine believes that won't be hard to do.

Another challenge is the contract negotiations process that began in March.

"Money is always important, and something else that's vital for us at this point is job security," Blaine reports. "Right now, the board can notify you just before school is let out that you're being nonrenewed. No matter how long you've been there, that's it. So all through the spring you're wondering, Will I have a job next school year?" □

RESEARCH CLUES

What Teaching Techniques Work Best with Mainstreamed Students?

by Robert McNergney and Martin Haberman

For mildly handicapped children, being "different" from other students in a "regular" public school can result in frustration and failure. But recent research suggests that regular classroom teachers can help mildly handicapped students feel good about themselves and succeed—all without sacrificing educational quality for other students.

In the decade since P.L. 94-142 became federal law, thousands of mildly handicapped children have been "mainstreamed" into regular classrooms for all or part of the school day. By studying teachers and children in such classrooms over a three-year period, Dr. Barbara Larrivee, of Teaching Research Associates in East Providence, R.I., has developed a profile of the kind of teacher who tends to be most effective with mildly handicapped, mainstreamed students.

This teacher behaves remarkably like the effective teacher of "normal" children. He or she—

- ► Reinforces on-task behavior by prompting and appropriate monitoring.
- ► Rephrases or gives clues when students give an incorrect response.
- ► Asks questions that ensure a high rate of correct responses.
- ► Gives positive feedback when students do respond correctly.
- ► Gives work that's challenging, but not too difficult.
- ► Uses class time efficiently.
- ► Gives praise for truly praiseworthy performances.
- ► Criticizes students' responses infrequently, and avoids punitiveness.

Larrivee's profile of the effective teacher is especially encouraging because it suggests that what is good teaching for the mildly handicapped child benefits *all* children. As other researchers have found, most children can be expected to learn in classrooms where people are accepted, time is well spent, success is the rule rather than the exception, and genuine praise is the reward for work well done.

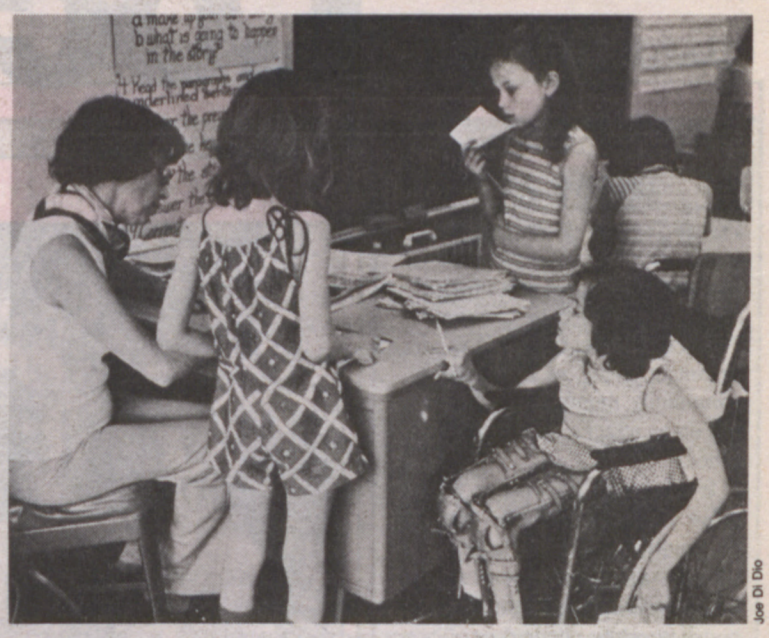
These results have to be reassuring to regular classroom teachers—most of whom have already discovered that there's no reason to assume that teaching mildly handicapped children in mainstream classrooms requires a complete overhaul of the instructional program.

Certainly mainstreamed students may need more help and need it more often than other students, but most teachers don't need to learn new and complicated ways of teaching their students with special needs.

Larrivee is careful to point out that her work doesn't offer a magic solution for the problems of mainstreaming. Given the extreme range of differences found within the mainstreamed population, she suggests a good teacher may need to apply the usual techniques differently in order to meet these children's needs.

For instance, a teacher responding to an incorrect answer might typically clarify the question for the student. But some handicapped students might perceive this as pressuring and be overwhelmed with anxiety.

In short, Dr. Larrivee's research provides some concrete directions for teaching children with special needs, but it also suggests that when it comes to working with a mainstreamed handicapped child—indeed, with any child—there is no substitute for intelligent, sensitive teaching behavior. □



Joe Di Dio

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin, Milwaukee. They prepared this column for NEA Today *as part of the American Educational Research Association's Editor-at-Large Program, which promotes research's role in the quest for educational excellence by developing materials to show the implications of research for improved practice.*

For more details on this research, read *Effective Teaching for Successful Mainstreaming* by Barbara Larrivee (New York: Longman, 1985; 162 pp., $29.95). Larrivee can be reached at Teaching Research Associates, 25 Skycrest Ave., East Providence, RI 02914.

YOU AND THE LAW

Copyright vs. Computers: Are You Breaking the Law?

If you use disk-driven microcomputers as instructional aids, it's difficult to avoid violating the copyright law, warns the latest edition of *School Law Update*, published by the National Organization on Legal Problems of Education.

Theoretically, at least, violators of this federal law, as amended in 1980, are liable for damage payments ranging from $100 to $50,000.

If you're like most teachers who use micros, you try to save your district money by using the same program disk to start up several different computers so several students can work at the same time. Or you have students use computers that are all hooked up to one that's been programmed by a master disk.

Since you're not making duplicates of the original master disk, you hope you're not breaking the copyright provisions written in most disks.

In most cases, however, you probably *are* breaking the law, according to *School Law Update* author Virginia Helm, an associate professor of educational administration and supervision at Western Illinois University in Macomb.

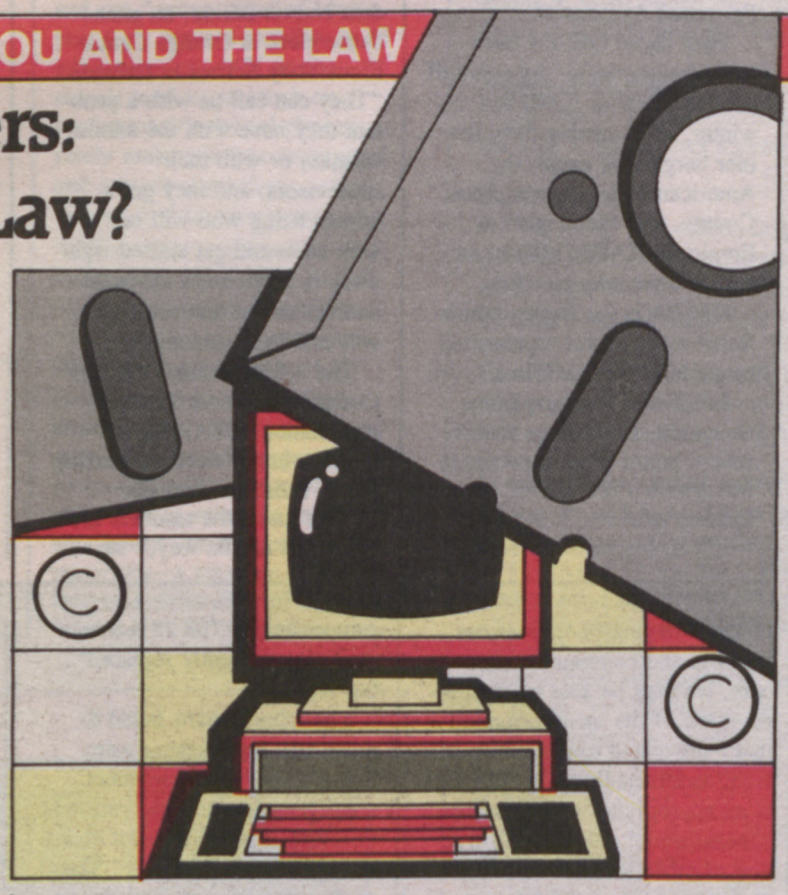
Strange as it may seem, Helm explains, the copyright law considers the temporary memory created in a computer by a program disk to be an "intangible copy" of a computer program, even though the creation of this memory is the whole purpose of the program, and even though the memory self-destructs when the computer is turned off.

Court rulings have differed in detail, Helm notes, but in general the law restricts use of this "intangible copy" in the same ways that it restricts use of the original master copy.

The three main restrictions on a master copy:

- ► It cannot be used to program more than one machine at a time.
- ► Only one copy may be made from it.
- ► This copy must serve strictly as a backup, or archival, copy.

In other words, the copy *cannot be used* to program computers, bringing us back to what Helm calls the "frustrating restrictions" against allowing more than one student to use a program at any one time.



Despite the overall restrictiveness of the copyright law, it does grant educators the right to copy computer programs—but this right is "very" limited, Helm warns, and rather vague.

For example, if the computer program is to be copied strictly for nonprofit, educational use, and if the material itself is not "creative" but "informational," *and* if the copying doesn't hurt the potential profits of the program manufacturer, the law *might* consider such copying to be "fair use" by educators, and therefore exempt from restrictions.

But there are so many loopholes in these protections that Helm warns against putting too much reliance on them. "No matter how altruistic" your motivation (making instructional software accessible to otherwise deprived students and saving the school district and ultimately the taxpayers a bundle), "you'll find little support in the fair use provision," Helm says.

Instead of looking to Congress or the courts for more liberalized computer copyright laws, Helm suggests looking to the computer software manufacturers themselves for protection against copyright violations.

For example, increasing numbers of instructional software producers are making available to schools and school districts a variety of licensing agreements that allow less restricted use of the software. Many software manufacturers are designing programs specifically for use by more than one person at a time.

And greater amounts of high-quality, low-cost software are being made available by nonprofit producers who have as their top priority service to children rather than the amassing of profits.

"Until these conditions become more prevalent, however," Helm warns, "it is imperative that educators know and abide by the restrictions placed on the use of instructional software by the copyright law."

For more information, write the National Organization on Legal Problems in Education, 3601 S.W. 29th St., Topeka, KS 66614.

—Larry Rubin

IN THE CLASSROOM

Nancy J. Pierce

North Rowan Primary School students can't wait to sample the free pizzas served by their nearest Pizza Hut, in Salisbury, N.C. Clockwise, from far right: Doanh Le, Patty Lakey, Andrew Miller, James Martin, Kina Jackson, and Casey Wiseman.

BOOK IT!

Elementary students have been storming their school and public libraries, looking for good books that will earn them tasty rewards at the local Pizza Hut.

Every day—in small towns and big cities across the land—well-read elementary school students are munching their way through hundreds of free pizzas.

It's all part of a nationwide program called BOOK IT!, sponsored by Pizza Hut and endorsed by NEA and a number of other national education groups. The goal is to encourage first through sixth graders to get in the habit of reading for fun.

Begun last October, BOOK IT! offers students in participating schools an opportunity to win free "personal pan pizzas" every month that they read a prescribed number of books. Teachers and parents verify that the books have been read.

BOOK IT! provides other awards for students who achieve minimum reading goals for three and five consecutive months. If all the students in a class meet their goals for four out of five months, the class earns a free pizza party at the school, catered by Pizza Hut.

Pizza Hut has gathered testimonials from school administrators, teachers, students, and parents around the country praising the BOOK IT! project for "getting my kids in the mood to read," for "the especially good effect it's had on my students with lower reading skills," and for "encouraging the schools to place emphasis on the most basic of basics."

NEA members at North Rowan Primary School in Spencer, N.C., are unabashedly enthusiastic about the program.

"My second graders read at different grade levels," notes Judy Fink, a veteran of 17 years in the classroom, "so I set various goals for them. That way, everyone has a challenge, and all can succeed."

Two of Fink's students illustrate the range of goals. Doanh Le arrived from Vietnam only last year and has limited English proficiency. Yet with hard work and encouragement, he met his goal of reading four books a month—and earned a free pizza. At the other extreme, Doanh's classmate Andrew Miller has gone so far beyond his goals of eight books a month that he's lost count of how many books he's read since the project began.

Nancy J. Pierce

First grader Kina Jackson relaxes after school with a good book.

North Rowan Primary teachers emphasize, though, that they're not simply looking for *numbers* of books. They want kids to know what they've read, be able to talk about it, learn to love reading. So most teachers require book reports.

Response to BOOK IT! has more than met Pizza Hut's expectations, reports project director Mike Jenkins.

"We started BOOK IT! with a two-month pilot program in Kansas last year," he recalls. "Last October more than 7 million kids in 233,000 classrooms throughout the country were registered. On average, our restaurants are serving about 175,000 free pizzas each week."

The idea for BOOK IT! came from Pizza Hut's president and chief executive officer, Arthur Gunther, who recalled his own son's reading difficulties.

"The burden for improving education rests on all America," he explained as he launched the reading incentive project. "BOOK IT! is my contribution."

—Bill Fischer

BOOK IT!, Part Two

Pizza Hut will sponsor BOOK IT! again during the coming school year and has already distributed sign-up kits to every school superintendent.

If your district hasn't received its materials, write: BOOK IT! National Reading Incentive Project, P.O. Box 2999, Wichita, KS 67201.

P.L. 94-142...

Colin Mulvany

'Nobody Ever Said THEY COULDN'T DO IT'

So handicapped kids are publishing newspapers, working at jobs, succeeding in academic classes.

Recently overheard from a fifth grade student: "That blind kid in the sixth grade—he always hits me with his elbows."

A decade and more ago, the "blind kid" wouldn't have been part of the school landscape, participating in the low-level exchange of hostilities typical of elementary students. Most states and school districts taught children with mental, physical, or educational disabilities differently, or separately—or not at all.

But some 15 years ago, the thinking changed. Advocates for the handicapped argued—successfully—that many children labeled as handicapped could profit from participation in the educational mainstream, as a step toward full participation in society's mainstream.

In 1975, Congress passed Public Law 94-142, the Education for All Handicapped Children Act. That landmark law offered states and local districts federal aid if they would identify all the handicapped children within their boundaries and then provide each one of school age a free, appropriate education in "the least restrictive environment." That is, the children had to be treated as much like nonhandicapped students as possible.

How have the nation's public schools met that goal? Are children with handicaps now part of the mainstream?

One notable effect of P.L. 94-142 has been to broaden our idea of a "handicap." Which is one reason the proportion of the school population that's considered handicapped has increased.

From 1976-77—the year of the first count under P.L. 94-142—to 1983-84, school enrollments generally declined. But the numbers of handicapped students served by local school districts jumped from 3.7 million (8 percent of the school-age population) to 4.3 million (11 percent).

Part of this increase was anticipated—advocates of P.L. 94-142 assumed there were more handicapped children than had ever been accounted for. But no one expected that the number of learning disabled would more than double—from 800,000 in 1976-77 to 1,800,000 in 1983-84, amounting to more than 40 percent of all handicapped students. (*See box on page 11.*)

Because of this increase, many of today's "handicapped" don't appear any different from the "nonhandicapped." But when P.L. 94-142 went into effect on September 1, 1978, the children that concerned many classroom teachers and principals were children who were more seriously—and obviously—handicapped than any they had ever encountered.

"It wasn't going to be just kids with crutches or wheelchairs," observes Boyd Weiss, president of the Luzerne Intermediate Unit Education Association, a Pennsylvania local made up entirely of special educators. "There would also be kids with serious medical and emotional problems and very low intellectual functioning—often with multiple disabilities."

The requirement of P.L. 94-142 that handicapped students be educated in the "least restrictive environment" was widely equated then with "mainstreaming," that is, integrating handicapped students into regular classrooms.

"Teachers feared they would be forced to do things they weren't trained for," Weiss recalls.

Those fears have materialized in districts where extra support is lacking. "In these regular schools," says Weiss, "classroom teachers may be assigned a couple of emotionally disturbed kids. They should have lower class sizes or immediate consultative services, but they don't. And the special education teachers are expected to know how to handle, say, seizures that result from the wrong dosage of a medication. We need more school nurses to deal with these problems."

Still, many districts have provided the extra support. "Some 36,000 new special education aides have been added to the public schools since P.L. 94-142 was passed," notes special ed aide George Acuna, a leader of Affiliated Classified Employees in Tucson, Ariz.

Districts have also been flexible about what they mean by "mainstreaming"—it hasn't necessarily meant "right now, for every child." P.L. 94-142 has brought moderately to severely handicapped children—who are at least moderately mentally retarded and who may also have physical disabilities—into public school systems, often into regular school buildings. They're not mainstreamed into regular academic classes, however.

"But that doesn't mean they can't do a lot of the same things other children can do," asserts Association member Merle Shannon, reading teacher at Concord

Colin Mulvany

Peer tutor Jim Antoine, a junior at Pullman (Wash.) High, provides the one-on-one contact that lets ET&T student Robbie Davis participate in a stringent physical fitness program, including weight lifting and other aerobic activities.

...THE FIRST DECADE

School, a self-contained school for moderately and severely handicapped children who live in Maryland's Montgomery County school district.

"Nobody ever said they couldn't put out a newspaper," adds parent Paula Silvert. "So we help them do that."

Jon Virden's journalism students from nearby Bethesda-Chevy Chase High School come one afternoon a month to help Shannon's 14 students, age 12 to 21, prepare their copy.

"There's always a question of the month," Shannon explains, "such as 'Who do you want to be your Valentine?' The high school kids help my students get answers from schoolmates. Our goals include social skills, such as making eye contact with the person they're interviewing and speaking clearly and loudly. The newspaper is ultimately a mainstreaming activity—but it couldn't take place in a regular school."

Many districts, too, are becoming more imaginative in doing what's most

Bill Stover

In Creve Coeur, Mo., Karen Helfrich's English skills class helps students having difficulty, whether or not they fall under P.L. 94-142.

appropriate for each child or youth—even if it means giving them a totally different curriculum.

The new Employment Training and Transition (ET&T) program at Pullman (Wash.) High School, designed for moderately and severely handicapped young people age 16-20, is an example. The ET&T approach, which originated at the University of Oregon, is for students who have the possibility of some independence as adults, teacher Anne Borgerson explains.

"This means they can't really be mainstreamed into regular high school courses, because what they need to learn most is life skills that other kids pick up on their own. For example, it's more important for our students to learn to buy fast foods with cash than to do arithmetic examples.

"We also have the ET&T kids work at real, paid jobs, such as washing dishes in the Washington State University dining hall or washing dogs at a vet's. They use the little bit of money they earn for the fast-food activity—we try to help them learn that money is not unlimited."

The Pullman program displays another element in successful school programs for the handicapped: it has extra staff.

"The program wouldn't be possible," Borgerson adds, "without our two paid aides and our 10 peer tutors—'regular' students from this school who take peer tutoring for credit, plus college students in special education." (One such college student, WSU special education major Cindy Wight, appears in the photo on page 10, explaining to Pullman ET&T student Tim Speth how to select fresh vegetables.)

Two-thirds of all handicapped students are based not in special schools or special classes, but in regular classes from which they're "pulled out"—as the jargon goes—for supplementary instruction. They include the learning disabled, the physically handicapped with normal intelligence, the mildly retarded.

The key to success here also lies in having enough staff, with the appropriate training. Administrative arrangements can be crucial, too.

At Parkway North High School in suburban St. Louis, Mo., the philosophy is that the school adapts to *any* student need—whether it's a handicap or just the need to miss class for a music performance.

The English department has mainstreamed into regular classes all 9th and 10th graders who don't do well in English—for whatever reason, including handicaps such as learning disabilities. Mainstreaming works because the English teachers' schedule has been designed to give them four regular classes a day plus a fifth hour consisting of a small skills class made up of eight to 12 of these students who need extra help.

Joe Di Dio

***Bethesda-Chevy Chase (Md.) High school sophomore Carrie Fried (right) advises Concord School student Barbara White as she captions a photo for the* Concord Chronicle.**

In the skills classes, explains English teacher Karen Helfrich: "We might preteach material that will be taught in the full class—perhaps by suggesting reading ideas. Or we might do review sheets."

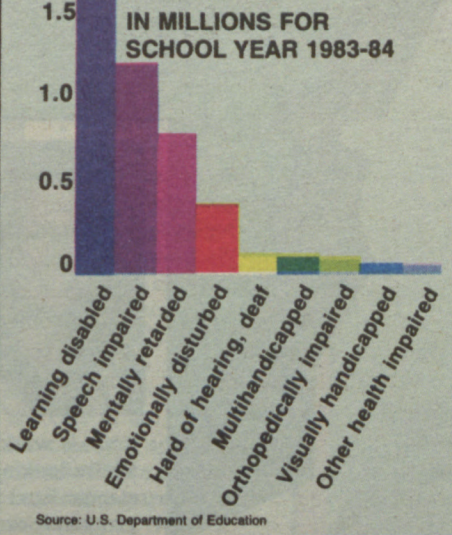
The Parkway North science department keeps kids who have problems, including learning disabilities, in separate classes. Chemistry teacher Bill Guinther explains: "We do things like let homework count for more than tests, or shorten the length of units so students have to rely less on long-term memory."

In 1986, the public schools would be looking forward to refining their implementation of P.L. 94-142—if it were not for the problem of money.

In the original Act, Congress anticipated the federal government's paying 40 percent of the costs of educating the handicapped. It has never paid more than 12 percent. Now the Administration's proposed budget for fiscal 1987 would reduce the federal share to 7 percent.

NEA director Sue Hovey, a teacher of the gifted and talented and mother of a mentally retarded youngster in Moscow, Idaho, fears that if the federal government reduces its demands on the states under P.L. 94-142—to match its reduction in funding—"those who suffer most will be the most severely handicapped, because their programs are so expensive and require the most staff."

There will also be another cost if services under P.L. 94-142 are cut. Educating a handicapped child in a regular public school rather than an institution is estimated to save society $28,000 a year.



Source: U.S. Department of Education

See related "Research Clues" column on page 8 of this issue.

And finally there will be costs—harder to nail down—to the regular program. P.L. 94-142 has changed the way many school decision makers think about education.

"Because of the need to write individualized education plans for the handicapped, we're now diagnosing the needs of *all* students better," says Missouri's Parkway North principal Don Hugo. "We are seriously talking about alternative learning programs that will serve any kid, whether covered by the law or not. We're going *beyond* 94-142."

Which is exactly where public education should be going. But can it get there without adequate federal help?

—Nancy R. Needham

Controversy Simmers Over Number of LD Kids

Why have the numbers of children diagnosed as learning disabled more than doubled in the last decade? Some observers see the answer in a parallel trend: the decline in the number of children diagnosed as having other handicapping conditions.

The count of mentally retarded, in particular, has fallen from 970,000 in 1976-77 to just 750,000 in 1983-84—a drop of more than 20 percent. Critics suspect some of the growth in the LD count is simply the result of schools' switching labels.

Part of the answer lies in the expandability of P.L. 94-142's definition of *learning disability*, which talks about a disorder in "basic psychological processes involved in undertanding or using language." This definition tries to exclude problems that result from mental retardation, social disadvantage, emotional disturbance, or visual, hearing, or motor handicaps.

But it may not have succeeded. More than half the special educators surveyed in 1985 by Capitol Publications said they knew of districts where children were being "overplaced"—that is, where nonhandicapped students were being placed in special education. And overwhelmingly they zeroed in on "learning disabled" as the diagnosis most often used to cover such students.

Sometimes the "overplaced" children are merely slow learners, a group that Congress did not wish to be included as handicapped under P.L. 94-142, but that schools would like to serve with special programs. In other cases, the "overplaced" appear actually to be "misplaced" mildly retarded children, who are categorized as "learning disabled" to avoid the stigma associated with the "retarded" label.

Special educators like Norma Downey of the Special School District of Missouri's St. Louis County reject this theory, arguing that "the learning disabled must, by definition, show a disparity between intelligence and performance." Others point to the fact that some school districts have pushed the minimum IQ threshold for LD diagnosis down into the region of the mildly retarded.

Many experts see the sharp rise in the numbers of learning disabled as real. "When a dysfunctional state is publicized, there's always an increased incidence, because people start to pay more attention," suggests Rutgers Medical School child development chief Michael Lewis.

Others point out that the techniques of assessing learning disability have improved, as have the numbers of school staff trained to use them.

Lewis suggests we have much yet to learn about learning disabilities. "There's very likely a variety of learning-related skills—such as spelling, speed reading, visual memory—that are distributed differently among the population, but in a way that is unrelated to IQ," he contends. "A relative lack of a skill may interfere with the educational process, but it's not related to the ability to profit from education—as long as the educational process takes the disability into account."

Whatever the reason for the recent surge in the numbers of LD students, schools should expect it to continue. Medical advances are letting more and more babies survive low birth weights, birth defects, or disorders that once might have been fatal but now leave them normal except for mild visual-motor, behavioral, or learning handicaps.

—N.R.N.

FROM INCENTIVE PAY...

EDUCATION REFORM: The

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people."
—A Nation at Risk, *April 1983*

A Nation at Risk, the report of the National Commission on Excellence in Education, was the first splash of an educational reform wave that's still sweeping over the country.

The Commission's report emphasized the need for high schools to toughen their graduation requirements, for colleges and universities to set higher standards for those entering the teaching profession, and for states and school districts to raise teacher salaries.

Since April 1983, governors, state legislators, state education agencies, and various blue-ribbon panels of experts in almost every state have taken the lead in devising and publicizing plans to improve America's schools.

The number of reforms and would-be reforms enacted has been staggering. More than 40 states, for instance, have increased high school graduation requirements. More than 30 have introduced new student assessment programs; more than 20 have lengthened the school day or year.

In some states—Tennessee, Arkansas, and Texas, for instance—proposed changes sparked controversies that dominated newspaper front pages for months. In other states—South Carolina is a prime example—major reforms have been implemented with barely any national media attention.

Are all these initiatives having an impact? That is, are America's students becoming more proficient in their school work?

Sadly, few reformers asked school practitioners to participate in generating ideas for reform—and few have sought their reactions.

How do educators feel about the reforms implemented so far? They're skeptical. In a 1985 Metropolitan Life Survey of the American Teacher, 42 percent of those polled said the reforms have had a positive effect on students, while only 36 percent said they've had a positive effect on teachers.

In a 1985 NEA survey of teacher members, from one-half to one-third of the respondents reported seeing these improvements in their schools over the past two years: more remedial classes, more accelerated classes, higher grading and promotion standards. But nearly 45 percent said they've seen a decline in student motivation.

A majority of the respondents said that relationships and communication among parents, teachers, and school administrators have shown little improvement. And nearly 40 percent said the amount of funds or materials available for classroom use has declined.

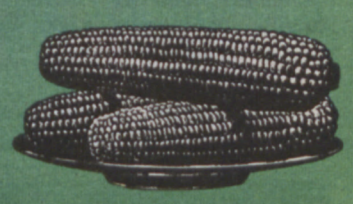
NEA Today asked 10 Association members on the "front lines" in schools around the country how they feel about the education reform movement. The answers, we think, tell a lot about the successes—and the disappointments—of the past three years.

—*Marian Clayton*

Scores of commissions, task forces, and legislatures have tried to 'fix' the public schools. After three years of probing, poking, and reforming, how has life changed in America's classrooms?

Gayle Moore

"Two years ago, our state legislature passed an education reform act that required increased funding for programs and teacher salaries, but the legislature hasn't lived up to its promise. We need more teachers to enforce our new stringent high school graduation requirements, but there's no money appropriated for them. Teachers haven't gotten the promised raise. In this election year, legislators won't ask for a tax increase to fund education reform. In fact, they're looking at a $9 million cut in education."
—**Marsha Nakamura**, *seventh grade English teacher, South Junior High,* **Nampa, Idaho**



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Vinton Elementary,* **Lafayett**

"California's education reform package, passed in 1983, includes a mentor teacher program that allows teachers to share skills, methods, and curriculum ideas with other teachers. The program is working well in my district. We're looking at curriculum development, standardized tests, and gifted and talented programs, among other things. I serve on a curriculum committee that includes both mentors and other key people from schools. We get valuable feedback from our colleagues at school. I'm planning activities for the extended day program that will help kids enjoy school and encourage them to stay in school."
—**Shirley Drake**, *reading specialist, John Reed Elementary,* **Rohnert Park, Calif.**

Brad Doherty/USA TODAY

"We have lots of disgruntled teachers here. Before March all we heard about was the teacher and administrator competency test. Newspapers predicted that 10 percent would fail. How's that for building morale? The career ladder plan has caused a lot of disagreement within school districts. I've taught for 29 years, and I know what we really need to improve schools: more work on classroom discipline, school attendance, and parental cooperation."
—**Manuel Garza**, *attendance officer and director of adult basic education, Pharr-San Juan-Alamo High,* **Pharr, Texas**

...TO SMALLER CLASSES

View from the Classroom

"Minnesota's Postsecondary Option Plan allows high school students to take college courses at the state's expense. This may be good for individual students, but the results for the school system are disastrous. The money spent on these students is school aid lost to the district and reduces programs for those who remain in high school. The major consideration is often the financial advantage to a family, not a student's emotional readiness for college."
—**Ruth Lysne**, *English teacher, Faribault High, and composition teacher, University of Minnesota*, **Faribault, Minn.**

"'We pay better teachers more' is easy to say but difficult to carry out. Tennessee's career ladder plan, enacted in 1984, has led to an enormous bureaucracy and a high degree of teacher mistrust in the system. Secrecy and manipulation of data in order to maintain a quota make the evaluations unworkable and unfair. Merit pay brought success to some politicians, but the $14,000 starting salary won't attract the best and the brightest into the teaching profession. It's driving them away."
—**Will Locke**, *industrial arts and math teacher, Fayetteville Junior High*, **Fayetteville, Tenn.**

"We're happy about the new state regulations that require administrators to evaluate teachers. This is what we've advocated—and worked for through AEA—all along. If classroom observations had been standard procedure, there would have been no possible justification for the competency test all teachers in our state were forced to take last spring. Observations are a much better measure of a teacher's performance. Teachers want to know both their strengths and their weaknesses and to show the community that they're good teachers."
—**Dorothy McFadden**, *ninth grade science teacher and teacher of the gifted, Dollarway Junior High*, **Pine Bluff, Ark.**

New Jersey Newsphotos

"New Jersey's $18,000 minimum salary bill is a step in the right direction for keeping teachers in the classroom and encouraging the best students to come into the profession. We're leading the nation on that. And I'm happy that NJEA successfully fought for a teacher recognition plan rather than merit pay. Every school will recognize a teacher who will determine how the $1,000 award will be used in his or her school. Teachers will have tremendous input on who that person will be."
—**George McLaughlin**, *history teacher, Bridgeton High*, **Bridgeton, N.J.**

Bryn Alan Studio

"I worked on the Governor's Blue Ribbon Task Force that developed the South Carolina Education Improvement Act. As a classroom teacher, I can now see that it's working. In my school, attendance is up, test scores are up, and teacher morale is up. One of the plan's best provisions is the money it appropriates for remedial classes. There are some problems—such as too much paperwork—but overall, I am very pleased. What's most important is that we know our reform package is just a beginning."
—**Joseph Vaughn**, *English and French teacher, Mauldin High*, **Greenville, S.C.**

Jan Wiley/FTP/NEA

"I got a $3,000 bonus under the master teacher program implemented last year. The test I took to qualify for the bonus had very little to do with what I do in the classroom. The money for bonuses would be better spent for increased salaries and classroom improvements. For any politician to feel that a businessperson or another politician knows more about education reform than an educator is absurd. If I could talk to Governor Graham and his cabinet, I would tell them to drop merit pay. Absolutely!"
—**Dell Cates**, *teacher of trainable children aged 9-11, Everhart School for Exceptional Children*, **Tallahassee, Fla.**

TIVE PAY...

REFORM: The

Scores of commissions, task forces, and legislatures have tried to 'fix' the public schools. After three years of probing, poking, and reforming, how has life changed in America's classrooms?

"Two years ago, our state legislature passed an education reform act that required increased funding for programs and teacher salaries, but the legislature hasn't lived up to its promise. We need more teachers to enforce our new stringent high school graduation requirements, but there's no money appropriated for them. Teachers haven't gotten the promised raise. In this election year, legislators won't ask for a tax increase to fund education reform. In fact, they're looking at a $9 million cut in education."
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—**Dorothy McFadden**, *ninth grade science teacher and teacher of the gifted, Dollarway Junior High,* **Pine Bluff, Ark.**

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People

Speeds of 135 mph. Hairpin turns. Adrenaline-charged heats.

Such sensations are "addictive" for Association member **Judy James**, a special education teacher in Hazlet Township, N.J. Evenings and weekends, she's an amateur racer on the Sports Car Club of America's northeast and mid-Atlantic circuits, where she's one of the few women to earn top awards.

"I've always loved to go fast," she explains. "When I get on a racetrack behind the wheel of my souped-up sedan, I'm on cloud nine."

Judy's fascination with things automotive dates back to age eight, when she'd spend after-school hours under the hood of her parents' car. With no sons, her father expected his four daughters to enjoy tinkering as much as he did—and with Judy he wasn't disappointed.

She and her husband Bill were pursuing a long-standing dream when they tried racing in 1967. They both took to the sport immediately, but over the years Judy's reflexes proved quicker. Bill became the mechanic/crew chief.

They've spent some $30,000 to bring her 1974 silver, blue, and yellow Honda Civic up to speed, including boosting the horsepower from 65 to 135 and modifying the cockpit to suit her petite 5'3" frame.

Asked to describe her sport, Judy says, "You constantly have to take risks and make choices. It requires a lot of preparation. There are rewards and disappointments. In fact it's a lot like my daytime job."

Ken Brown/Competition Photographers

Jerry Gay/USA TODAY

If the dream of every marching band instructor is to take a band to the Rose Parade, Association member **Dean Immel** has pleasant dreams indeed.

Over the past 15 years, Immel's high school bands—first at Mt. Miguel (Calif.) High School and now at Auburn (Wash.) High School—have been chosen to march in the parade six times—which may well be a record. Under his direction, the Auburn band also won the 1984 state band competition.

Immel's secret? Hard work, more hard work—and infusing his students with the idea that striving to achieve excellence can be exciting.

"Every good teacher deals not only with the subject matter, but with his students as people," says Immel. "I teach to my students' strengths—and make sure they realize the importance of each individual's contribution to the group's success."

Orion Classics

Acclaimed as an actress at the Cannes Film Festival *and* as an educator—this improbable combination describes Association member **Laureen Chew.**

Chew plays Geraldine, the central character in *Dim Sum, A Little Bit of Heart*, a feature film released in 1985 and currently nominated in Britain for Best Foreign Film. She is also assistant professor of Asian American studies and elementary education at San Francisco State University.

Dim Sum tells the story of a loving but stubbornly differing mother and daughter (along with a bartender uncle who's always willing to talk things over). Set in San Francisco's Chinatown, the film is a subtle and affectionate introduction to Chinese American life.

This isn't Chew's first experience in movies—she also appeared in director Wayne Wang's earlier film, *Chan Is Missing*. Will there be another screen role? Not right away, she says.

"Being in *Dim Sum* was a tremendous learning experience for me, because I had to think about who I am as an Asian American woman. But now I'm going to concentrate on learning in the university. I'm doing my doctoral dissertation on Chinese-American stereotypes in children's books."

Fourth grader Brandy Penry and her 6-year-old sister Misty are back in Topeka, Kansas, with their mother, thanks to an alert sixth grader in Little Rock, Ark.—and to Association member **Nancy Matlock**, who knew what to do about a missing child.

The sixth grader (*photo, right*) saw a familiar face in a magazine photograph of two missing sisters. She took the picture to Matlock (*left*), her former teacher, who agreed that the older girl strongly resembled one of her present students.

Matlock went to the Chicot Elementary School principal, and together they did some checking. Although the child's documents had been falsified, they were able to determine that she was the one being sought and contact the proper authorities.

"She'd always seemed perfectly normal in my class," Matlock recalls. "At the beginning of the year, the supposed mother [actually, a former neighbor in Topeka who had taken the Penry sisters out for pizza and never returned] told me the little girl lied and was sneaky—but she was really very open and would stay after school and help me."

Matlock and her principal have been honored by the school board, the city, and the state attorney general for their role in identifying the little girls. What's more, says Matlock, parents call and say they appreciate teachers' caring.

"You know," she adds wistfully, "they haven't been used to looking at us that way—especially in Arkansas."

Jeff Mitchell

Emie Leyba/PHOTOSTAFF, Inc.

Sixteen years ago, filmmaker Russ Lofthouse went to a kindergarten to shoot footage of young children for a film on family life insurance.

What he found was a roomful of kids doing 20 different things at once because a teacher had carefully designed their day that way. The idea of orchestrating so much purposeful activity appealed to him, and in another year he was teaching kindergarten himself. Now he's Colorado's 1986 Teacher of the Year.

Lofthouse, who was the first male full-time kindergarten teacher in the state, teaches at Meadow Point Elementary in the Cherry Creek district. And he thinks more men should enter primary education.

"Teachers can serve as role models for young children," he says. "I can show them a man who likes to read, who makes mistakes, who cries when the shuttle Challenger goes down."

Lofthouse teaches his students to be responsible for the consequences of their own actions. The classroom motto is "you play, you pay," which means children must complete all the activities they contract to do in free time (such as reading in the basal reader or "writing" on the computer) or give up participation in the cooking and eating or field trip activities of "Friday Fun Day."

One Fun Day, they made pumpkin pie starting with pumpkins—to the amazement of kids' mothers.

Brian D. Hurley

It wasn't just a public viewing of Halley's Comet that prompted some 150 of the 1,100 citizens of the northern Illinois town of Milledgeville to bundle up and brave the elements one January evening.

The viewing was an opportunity for Milledgeville residents to participate in a history and science lesson with students—and to show their appreciation for the efforts of the town's one school, which serves grades 1 though 12.

The viewing, sponsored by the eighth grade class, was the brainstorm of earth science teacher **Randall Barnhart**. Students scoured the community and borrowed a dozen telescopes and eight pairs of binoculars. Then they put together a booklet on Halley's Comet's history, as well as simplified methods of locating it in the sky.

One of Barnhart's colleagues, Albert Grivetti, designed the booklet's cover—an illustration of Edmund Halley with his newly discovered comet reflected in his eyes.

To promote the event, students designed flyers and posted them in the downtown area. For just $1, participants got to see the comet, became eligible to win a poster, viewed a Walt Disney filmstrip, and heard a guest speaker—an astronomy instructor from a nearby college.

Association member Barnhart's interests aren't limited to comet watching. He also teaches high school biology and is an emergency medical technician on the town's ambulance squad (another teacher takes over for him when his beeper signals that he must leave school for an emergency).

Barnhart's advanced biology class conducts an ambulance squad drill every year; five nearby towns join in. The students benefit by learning first aid procedures through hands-on experience. And the squads gain some potential new members.

"For years I wrote letters to Honda, requesting motorcycle mock-ups to use in my classes, but I always got back a 'We're sorry, you don't happen to qualify' letter," recalls **Jim Lowary**, an industrial education teacher at Atlantic (Iowa) High School.

But persistence pays, this 23-year teaching veteran found out. One day he got a phone call from Honda's vocational education director. It seemed a letter Lowary had written in 1982 had just come up on the computer. The company was celebrating its 25th anniversary of doing business in the U.S. by making a number of donations.

The caller informed Lowary that he'd be receiving about $40,000 worth of equipment for his school.

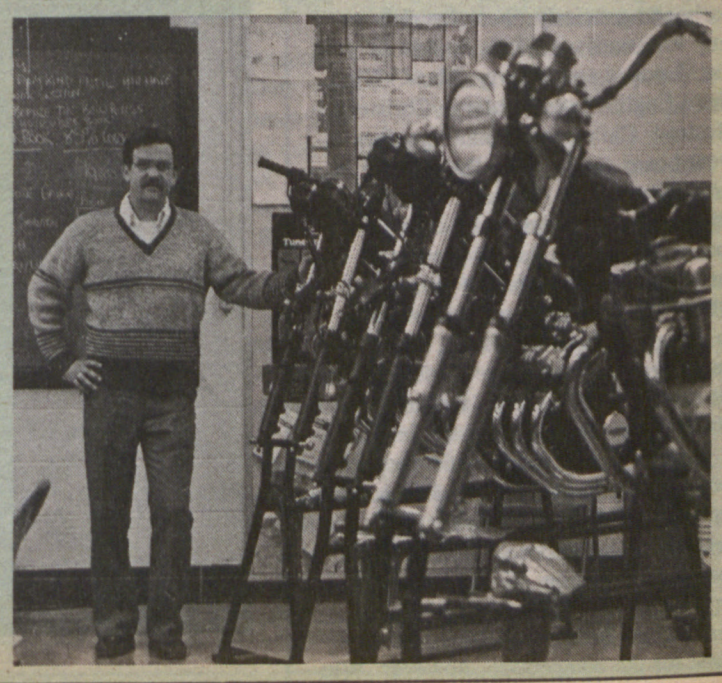
"I had no idea of the magnitude of the thing," he says. "I couldn't imagine what we'd be getting for that amount of money."

What he got was what you see: six 1,000cc motorcycles, two 400cc motorcycles, and two 500cc engines—plus a course at Honda's factory school last summer.

It's taken about a year to get the motorcycles ready for classroom instruction. The students designed stands so the cycles can be up in the air much as they are in a repair center.

Lowary's classes began using the equipment this spring to gain experience in making mechanical adjustments, running electrical and fuel systems tests, and trouble shooting.

"I'm really impressed with this example of cooperation between industry and high school," Lowary says.



RESOURCES

TV/Radio Tips

ABC Afterschool Special—*ABC-TV, Wednesday, April 2, 4-5 p.m. ET.* "First the Egg." Story based on the "egg assignment," in which each student in a high school Marriage and Family class is paired up with a raw egg that's to be treated like a newborn infant.

Nobody's Child—*CBS-TV, Sunday, April 6, 9-11 p.m. ET.* Marlo Thomas stars in true story of Marie Balter's courageous victory over a lifetime of mental illness.

Eighth Annual Henny Penny Playwriting Contest—*National Public Radio, Saturday, April 12; check local listings for time.* Children's Radio Theatre presents four new plays by the winners of this year's student playwriting contest.

Dream West—*CBS-TV, Sunday, April 13, 9-11 p.m. ET; Monday, April 14, 9-11 p.m. ET; Tuesday, April 15, 8-11 p.m. ET.* Miniseries based on David Nevin's historical novel, starring Richard Chamberlain (*photo*) as John Charles Fremont and F. Murray Abraham as Abraham Lincoln. Part of the Library of Congress "Read More About It" project; bibliography available from your public library. Comprehensive teacher's guide and scripts available from participating CBS-TV affiliates.

CBS-TV

Alex: The Life of a Child—*ABC-TV, Monday, April 21, 9-11 p.m. ET.* Dramatization of Frank Deford's story of the spirit and courage of his eight-year-old daughter, a victim of cystic fibrosis.

Note: The Disney Channel will be available free to every cable user in the nation from April 24 through April 27, and several special children's shows, including "Too Smart for Strangers," are scheduled for those dates. Check local listings. □

Idea Exchange

Playing the Writing Game

"For students learning how to write clearly and concisely, there are only so many variations on 'Write how to tie your shoe,'" points out Beverly (Mass.) High School English teacher Marge Christensen.

Instead, Christensen's ninth graders invent board games. Usually working in teams of two, they carefully construct projects such as "Women on the Move" (does your new job pay 59 percent as much as a man's? go back five spaces), "Obese Obsessions" (an unlucky player can end up in Junk Food Jail), and "Parental Paranoia" (which rewards or penalizes parents for their kids' actions).

In 1984 employees of the Parker Brothers game company judged a competition among the student games—and found them so appealing that the next year Parker's legal department banned this kind of participation, for fear the company would later be accused of plagiarism. Parker Brothers still donates the prizes for the competition, however. Winners are announced on Parents Night, when all the projects are displayed in the school library.

Writing usable instructions for their games helps students express ideas clearly, Christensen reports. But the projects present one problem: "They're hard to grade because they're so good."

Timely Advice

Sometimes children make it through the primary grades without learning how time is measured. Teachers at higher levels, expecting students to know, may not notice when they don't, says resource room teacher Debra Kirsch of the Martha B. Day School in Bloomingdale, N.J.

One fifth grader, Kirsch recalls, confided to her that he knew the sequence of holidays only by looking at the decorations in store windows—and had been too embarrassed to let anyone know. Kirsch's calendar teaching units let him open up.

Kirsch uses several approaches. A chart on her wall lists the months, numbered 1 to 12, each flanked by a symbol of its holidays. In a coffee tin near the classroom door are strips of oaktag with clock and calendar questions on one side, answers on the other. Students can look at these if they get to class early, and Kirsch uses them for one- or two-minute quizzes as children leave the resource room after calendar lessons. Questions range in difficulty from What day is today? to What are the two days in an ordinary weekend? to What is the date of Memorial Day?

Kirsch's students are first through fifth graders with neurological or perceptual impairment, but she recommends her techniques for all elementary teachers and perhaps middle school teachers as well. □

Free or Inexpensive

SAFETY/HEALTH

National Bike Safety Week, April 20-26, 1986. Kit contains instructional materials and a poster on bicycle safety for use by safety instructors and parents of bicycle drivers. Free. National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

Alcohol in America: Taking Action To Prevent Abuse. Steve Olson, with Dean R. Gerstein. Summarizes studies done by the National Research Council on practical ways to reduce alcohol abuse, including abuse by young people. 125 pp. $9.95 prepaid. National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.

SCIENCE

Mr. Halley and His Comet. Teresa and Raf Dahlquist. Tells about the life and scientific accomplishments of Edmund Halley—in humorous rhyme for all ages, in fact-filled footnotes for teens and adults. 32 pp. $9.95. At bookstores or order by mail from Polestar Publishing, 8333 Corbin Ave., Canoga Park, CA 91306.

CRITICAL THINKING

Critical Thinking Skills. Marcia Heiman and Joshua Slomianko. Identifies the kinds of problems students can have in remembering, problem solving, and learning, and describes what teachers can do to improve such critical thinking skills. 48 pp. $6.95. Stock no. 1693-9-10-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

GUIDANCE

"Believing in Yourself." Poster using a familiar Mother Goose theme to teach children a lesson in self-esteem. 20"x 28" on heavy paper. $6 prepaid. RealLife Publishing, P.O. Box 2988, North Canton, OH 44720.

The A's and B's: Your Guide to Academic Scholarships. Victoria A. Fabisch. Identifies colleges that offer scholarships based on academic ability or special talent. 8th edition, 1986-87. 78 pp. $4.75 postpaid. Octameron Associates, P.O. Box 3437, Alexandria, VA 22302.

CIVICS/SCIENCE

Water Education. Describes activities for teaching about the nature of water and its conservation and management, as well as for preparing students to deal with political issues arising from water scarcity. K-6. 166 pp. $2. IOWE, UMC 82, Utah Water Research Laboratory, Utah State University, Logan, UT 84322-0500. □

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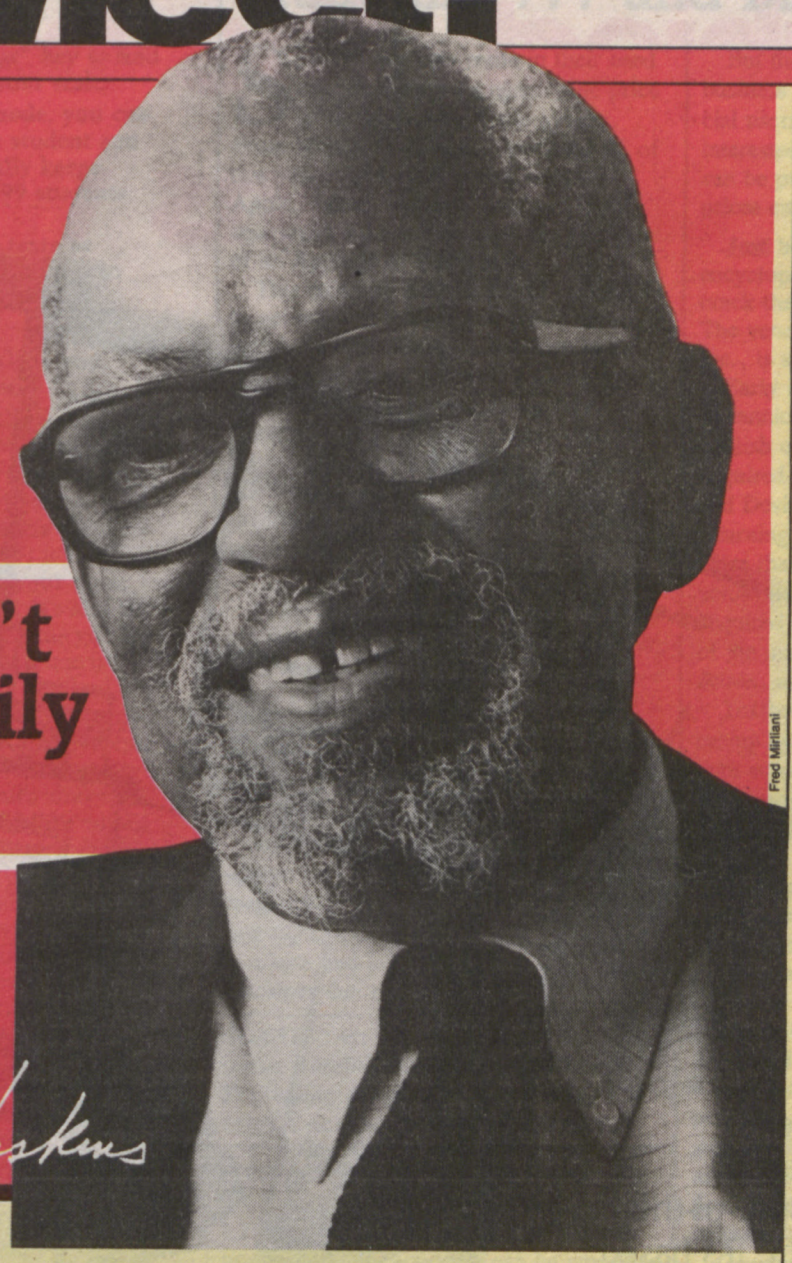
Meet:

More Isn't Necessarily Better

Kenneth Haskins



Fred Mirlani

Harvard University's Graduate School of Education may seem a long way from the daily concerns of the staff and students of the average public school.

Not for Kenneth Haskins, co-director of the Principals' Center at the Graduate School. A former social worker, elementary principal, community college president, and vice-superintendent of the Washington, D.C., schools, Haskins keeps close ties to the lives and interests of school employees, students, and their communities.

Haskins believes public education needs some basic changes in order to provide excellence for all students. He's one of the authors of Choosing Equality: The Case for Democratic Schooling *(1985), which takes a critical look at today's reform movement.*

NEA Today *staff writer Heidi Steffens recently visited Haskins in his Cambridge, Mass., office to talk about his vision of what schools could be.*

Why is there a Principals' Center at Harvard?
Our basic idea is that principals are very important people in the whole structure of education. The Center provides in-service for practicing principals. It's a place where they can exchange ideas and learn from each other. By focusing on the principal, we're choosing the school as the major unit for change. If we're serious about improving education, we have to focus on what goes on in school buildings.

What does that say about how school systems are run?
It means there has to be more responsibility—and power—at the school building level. School systems and superintendents have to accept the idea that no two schools are alike. They have to give up the notion that a directive can go out from the central office and be uniformly implemented in all buildings.

So you'd give principals the power to decide what their schools should be like?
I'd like to see every principal develop a concept of what his or her school should be, and then work with teachers and parents to make that concept a reality. Principals' authority—and responsibility—should be shared with staff and parents.

Why do you include parents?
I see parents as an asset for schools. They bring a view of the whole child—and a concern about the kind of adult that child will become—that schools too easily lose sight of. I firmly believe schools have to identify with and become part of the communities they serve.

In some communities, the school may be an oasis in the middle of a desert. But that school is still in the middle of something. The staff has to recognize where the school is and where its students are. It's a terrible mistake to devalue the children and their environment so that we alienate ourselves from our communities. If we want to have excellent schools, we have to make ourselves accountable to the people we serve—students, parents, and the community.

How would you define excellence?
I'd start by forbidding use of the word unless we're including all students in the definition. You can't have excellence without equity. My definition of an excellent school is one that prepares its students to be informed, thoughtful citizens of a democracy—teaches them to think and to reason. That means test scores would become the minimum—not the maximum or final—measurement of achievement.

Does today's reform movement fit your definition?
For the most part it doesn't. Most of the things being put forward as reforms are about *more*—more time, more requirements, more testing, more homework. More of the same isn't the answer. We have to change what goes on in our schools.

Could you be more specific?
Say I'm your student and you notice I have a talent for math—and you get me turned on so that I work on math four hours a night. That's very different from telling me I must do four hours of math a night—whether I like math or not, whether you can teach or excite students about math or not. I might do the math—if I have parents who insist that I'm going to Harvard, have the money to send me, and convince me that doing well in math is necessary.

But if we want to talk seriously about education, about showing students that learning is enjoyable, about creating lifelong learners, then *more* simply isn't the answer. In fact, it might be just the opposite. You might force me to do four hours of math a night—and the minute I'm free, I'll never do math again. For me, that's the opposite of excellence in education.

Is your definition of excellence widely accepted?
I'm afraid not. Some people would like our schools to just teach kids the basics—and also teach them to have good work habits, be on time, do as they're told. And most schools are closer to achieving that than they are to turning out thoughtful citizens who will continue to learn and grow as adults. I think many people are satisfied with the way things are—especially for poor and minority children.

How do you mean?
We have communities where 50 percent of the students are dropping out of school, many of them unable to read and write. These dropouts are Black and Hispanic, and most people don't get too excited about it. These are issues we need to address when we talk about education reform—minority dropouts, teenage illiterates, and students who may learn the basics but don't learn to think, to reason, to be responsible citizens. But we're not even talking about them.

Your book makes the point that public education has always served the children of the middle class well—and just as consistently failed poor and minority children.
That's right. Even during the days of compensatory education, when people now claim millions of dollars were spent to no avail, schools in poor communities had less than schools in wealthy communities that received no compensatory aid. Schools that serve the poor and minorities have never caught up with schools that serve the well-off.

But is that a problem of what goes on in schools? Or of the lack of education funding?
Of course it's a problem of funding—or of the extent to which funding depends on the wealth of each community. Unfortunately, the issue is usually framed so that it's the teachers versus the kids and their parents, rather than put where it belongs, in the larger society. The fact is, in our society money buys many of the things we ultimately interpret as education.

Say you and I both fail French. My mother sends me to a tutor or to Paris for the summer, while you pack bags in the supermarket. When we come back in the fall, someone's going to say I'm more intelligent and more worthy than you. It clearly has more to do with income than intelligence or aptitude.

How is the current education reform movement addressing this problem of equity?
If anything, it's exacerbating it. Some of the reformers suggest that the real problem is that over the past few decades we've opened up our educational system. We now include the poor, minorities, and non-English speakers when we measure student achievement. Today's reforms would have us close the system down again. Take the decline in SAT scores. One way to raise them is to make those who are getting the low scores—the poor, who have only recently achieved access to higher education—stop taking the test. Some people would call that excellence. I'd call it a setup.

What about the Reagan Administration's proposal to resolve the question of equity by using vouchers to give poor families a "choice" in their children's education?
Vouchers give people power as consumers, and that's no power at all. Food stamps are vouchers. And poor people use their food stamps at neighborhood stores that charge high prices for inferior goods. Vouchers won't give people good schools. Sure, there'd be some changes. We'd see franchises opening up shiny private schools in poor communities. You don't have to privatize public education to create good schools. You need to provide adequate funding for all public schools, and make them more responsive to their communities, to the people they serve. □

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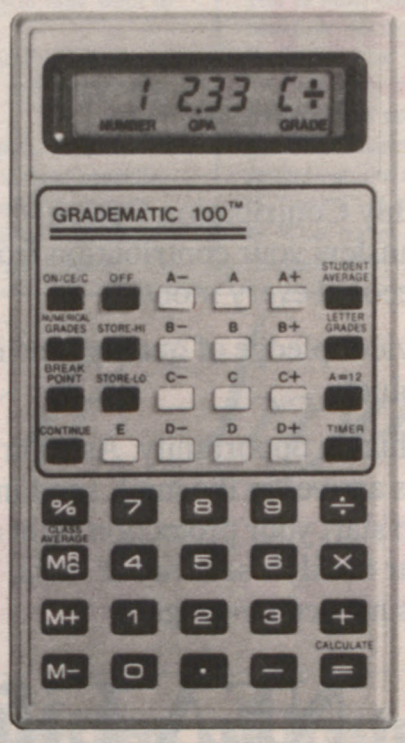

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TECH TALK

Trade-Ins . . . and Breakthroughs

Schools can now trade in their used computer systems against the price of an up-to-date Apple system. From March 15 through December 31 of this year, Apple will accept selected Apple, Tandy, Commodore, and IBM equipment for credit toward the purchase of an Apple II or Macintosh.

This move by a big hardware producer to get more of the market makes sense, given the 1985 slump in software sales. For several years, schools were on a hardware buying spree, giving little thought to software. Now many districts are stuck with a hodgepodge of machines that cannot use the same software. Apple is offering what looks like a cost-effective way to consolidate.

A move is on to augment the 10-year-old Education for All Handicapped Children Act (P.L. 94-142) that's enabled many disabled students to attend regular classes. The drive now is to use technology that already exists to provide those students with an education equivalent to that of their classmates.

Enlarged computer keyboards, VDT screens that magnify the type, and voice synthesizers can help students with limited sight, speech, and mobility to communicate and learn. Kurzweil reading machines that read text aloud to blind students when braille books aren't available are being connected to computers so the text can be stored or printed on a braille printer. The same system can be amplified for students with impaired hearing.

Two of the major obstacles—letting teachers know the technology is available and training them to use it—can be overcome. The more difficult problem is money. The market for adaptive devices is small—worldwide annual sales of systems for the blind are between $50 and $75 million—about as much as IBM sells in two or three hours! Because the sales volume is small, the equipment is expensive.

But the dilemma can be solved, say business professionals. If general commercial users and private individuals can be interested in the adaptive equipment, it can be produced in large quantities and prices can be cut.

Just because you're successful with encyclopedias, does that mean you can crack the educational software market? The venerable Encyclopaedia Britannica, Inc., is set to find out.

Early in 1985, the company created the Britannica Learning Corporation (BLC) to publish computer software. BLC rapidly acquired two software houses, EduWare and DesignWare, plus the American Learning Corporation, which operates more than 60 private learning centers across the United States. Now BLC has acquired Blue Chip Software, developer of the programs *Millionaire*, *Tycoon*, *Baron*, and *Squire*.

Textbook publishers, too, have been easing into the software market, starting with supplemental programs and in some cases moving on to programs that are integrated with grade-level texts.

Computer coordinators are a rela-tively new phenomenon in the schools. What kind of people do they tend to be?

Electronic Learning magazine took a survey to find out—and reports that computer coordinators at the school district level tend to be male (66 percent), 41 to 45 years old, with a master's degree (71 percent). They've been in their present jobs for three to five years and earn a salary of more than $30,000. More than 57 percent of them have additional responsibilities.

Computer coordinators at the school building level tend to be female (52 percent), 36 to 40 years old, with a master's degree (51 percent). They've been in their jobs for three to five years and earn between $18,000 and $21,000 a year. More than 80 percent of them have additional responsibilities.

The sample group was selected randomly from *Electronic Learning* subscribers, 750 from each level. The response rate was 27.6 percent.

—NEA Educational Computer Service

SORRY! Last month we listed a wrong phone number for West Educational Publishing's computer art contest. The correct number is 1-800-532-WEST.

Computer Curriculum Clearinghouse

Program Title: Homework Assistant

Submitted by: Sue Kelley, Grandin Miller Elementary School, San Jose, CA 95122

Target group: Hard-pressed elementary teachers

Objectives: Use a personal computer and standard software packages to prepare and produce a weekly package of homework to meet the district's policy of giving primary students an hour of homework each day.

Every Monday Sue Kelley asks her second graders to take home the week's homework package, which she's developed and printed on her own personal computer.

Each evening's assignment correlates with the standardized test and district curriculum objectives Kelley has taught that day. Parents can easily track the objectives their child is working on and help with follow-up homework assignments.

Kelley prints the homework sheets at just five characters per inch and, with the program *Print Shop*, creates graphics for visual interest.

Crossword Magic, *Word Scramble*, *Word Match*, and *Word Search* are the programs Kelley uses to create exercises on reading and spelling vocabulary. The flexibility of word processing makes it easy to customize homework assignments to address individual needs. With *Math Worksheets for Daily Assignments* by Friend-Lee Software, she can produce random problems for each student.

Kelley has found this a neat, professional, time-saving way to address a district requirement and at the same time communicate effectively with parents.

The Computer Curriculum Clearinghouse will be a featured section in the 1986 *Yellow Book of Computer Products for Education*, as well as a regular part of this column. To share your curriculum with colleagues, send a brief description of your program, whom it's meant for, your objectives, and the equipment you use, along with your name, school, address, and a phone number where you can be reached during the day, to Computer Curriculum Clearinghouse, c/o NEA Educational Computer Service, P.O. Box 70267, Washington, DC 20088.

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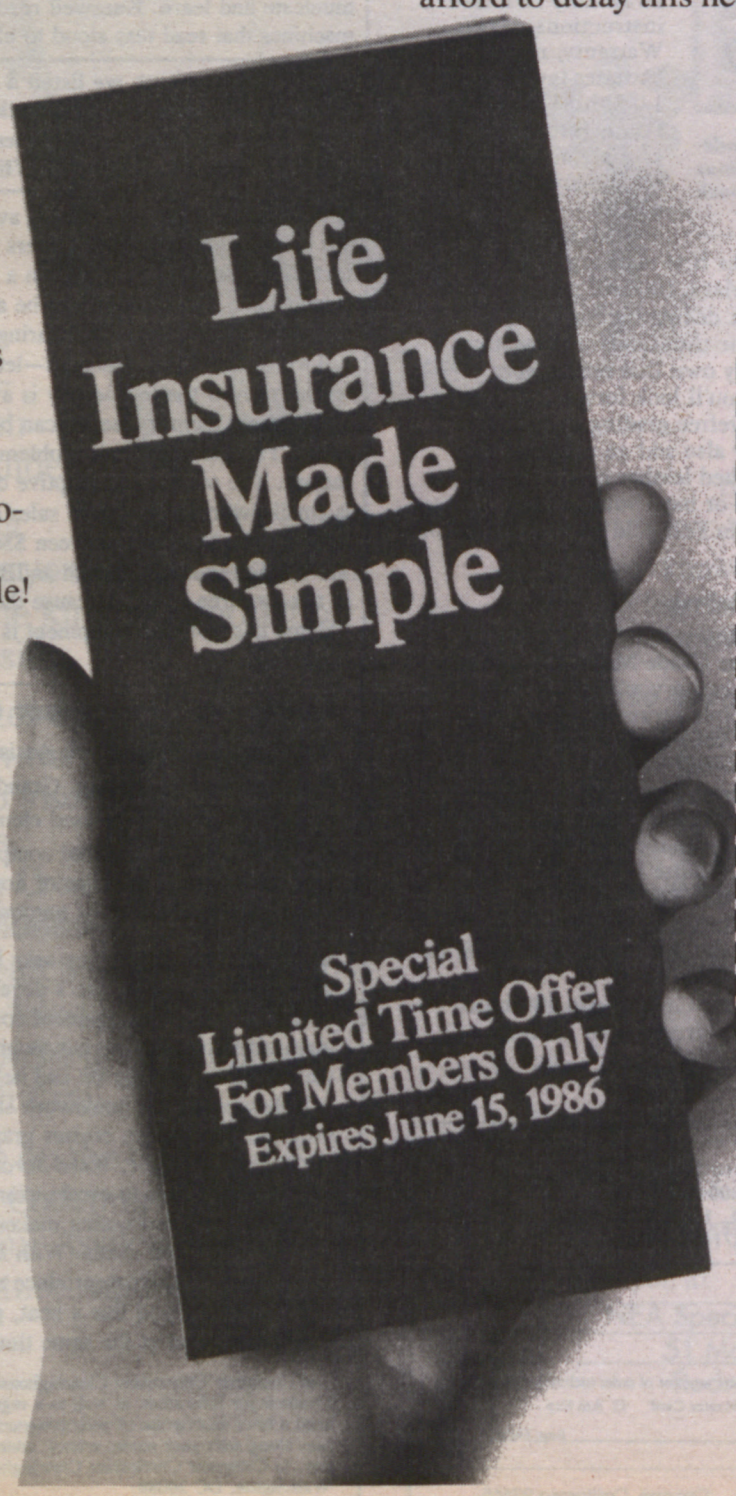

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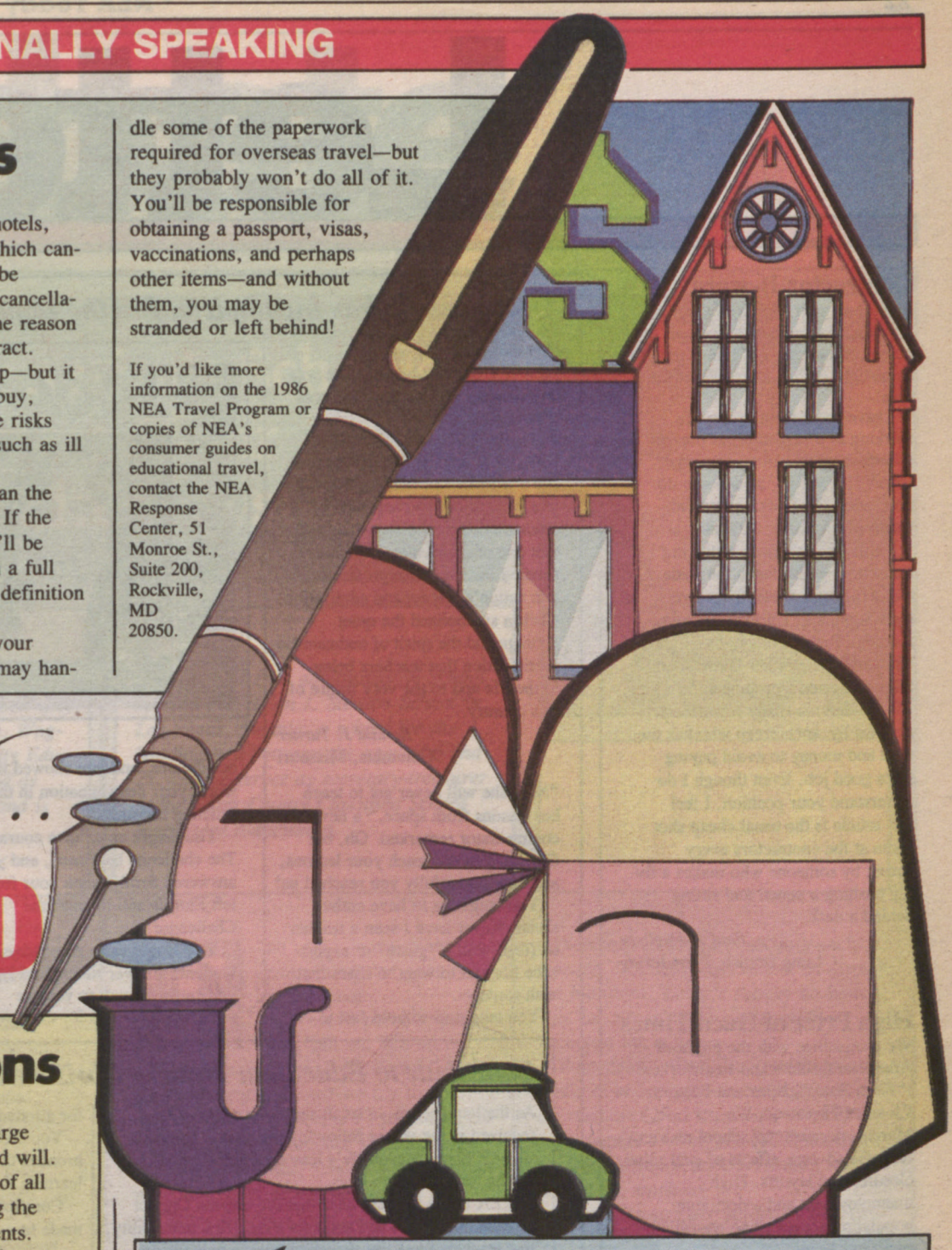
PERSONALLY SPEAKING

Play It Smart... THINK AHEAD



...About Travel Contracts

Before you sign a contract or make a deposit on a trip or tour, remember that when you do, you'll be assuming legal financial responsibility. Read the contract carefully and make sure its terms are satisfactory to you. Here are some basic provisions you may want to check.

► What's included? Meals, baggage handling charges, tips, and transportation can add up fast.

► What is the refund policy? As the date of departure approaches, cancellation penalties will probably increase. This is fair enough: before your departure, the tour operator must make advance payments to airlines, hotels, motorcoach companies, etc., which cannot be retrieved and so cannot be returned to you. A last-minute cancellation can be very expensive if the reason isn't covered in the travel contract. (Cancellation insurance can help—but it may not help *you*. Before you buy, make sure the policy covers the risks you're most concerned about, such as ill health or political upheaval.)

► Under what circumstances can the tour company change the tour? If the tour changes are "major," you'll be given the chance to cancel with a full refund—so the tour company's definition of "major" is important.

► What travel documents are your responsibility? Tour operators may handle some of the paperwork required for overseas travel—but they probably won't do all of it. You'll be responsible for obtaining a passport, visas, vaccinations, and perhaps other items—and without them, you may be stranded or left behind!

If you'd like more information on the 1986 NEA Travel Program or copies of NEA's consumer guides on educational travel, contact the NEA Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

...Your Letter of Instructions

Only about three of every 10 Americans have a will. Although this ratio is far too low, there are indeed many people who probably don't need a will.

More inexcusable is the fact that so few people have written Letters of Instruction for their families. Literally everybody has important information to pass along to his or her survivors—and, unlike a will, writing a Letter of Instructions needn't mean seeing a lawyer or paying a fee.

A Letter of Instructions is not a substitute for a will, because it carries little or no legal weight. Although your survivors may carry out your wishes, they're not under the same obligations a valid will would impose. Don't use a Letter of Instructions to bequeath anything of value or to ask anyone to do anything controversial.

Two kinds of information should go into a Letter of Instructions. First, include anything you wish your family to learn soon after your death, such as burial preferences, friends to notify, and whether or not you wish to be an organ donor. Wills are often read too late for such wishes to be considered.

The other category of information consists of whatever your family needs to know in order to handle your affairs. Why force your survivors to sort through your personal papers trying to make sense out of them? Consider including—

► Your full name, the date and place of your birth, your Social Security number, the date and place of your marriage (and divorce, if applicable), and the full names and addresses of your immediate family.

► The location of all your important documents, such as Social Security card, birth certificate, military discharge papers, marriage certificate, and will.

► An approximate itemization of all your assets and debts, including the location of the relevant documents.

► A list of insurance policies, by number, with the companies' names, addresses, and phone numbers.

► The names, addresses, and phone numbers of any close friends and of personal advisors, such as your lawyer, accountant, financial planner, or banker.

► A contact at your local who can help with employer and Association-provided benefits, such as DUES-TAB.

► Any other information you want your survivors to have. □

DUES-TAB: Are You Covered?

If you haven't certified for your no-cost DUES-TAB insurance coverage yet, now's your last chance. A second mailing is being sent to all eligible members for whom the NEA members Insurance Trust doesn't have a completed DUES-TAB certificate on file.

DUES-TAB is a unique new concept in member protection. It offers life insurance and accidental death and dismemberment insurance to every Active, Educational Support, and Life member still actively employed in the field of education. It is provided at *absolutely no cost*, but you must complete and return a certification form in order to activate your coverage.

Watch your mail for this important information. In addition to your certification form, you'll receive an explanatory brochure and a Summary of Benefits for your files. □

...And Joint Ownership

Filing a joint tax return generally lowers a couple's taxes—but this doesn't mean it's a good idea to own everything jointly. The decision on joint vs. individual ownership is a complex one. Factors to consider include liability potential, convenience—even psychology.

For most couples, joint ownership of property is perfectly all right. In fact, joint ownership offers several excellent advantages, from avoiding probate delays and expenses when one spouse dies to the psychological benefits of making the relationship a partnership.

Some items, like checking accounts and automobiles, are best owned individually just for convenience. On the whole, however, financial planners say that for the average married couple, the risks of joint ownership have been overstated.

But what if you're not "average," or not married? Then the choice becomes more difficult. In some situations, joint ownership just doesn't make sense:

► When the couple is wealthy. If you're one of those rare couples with a combined net worth of $1 million or more, you need to plan special tax strategies to avoid unnecessary federal estate taxes.

► When one of the partners is in an occupation with high liability, such as medicine, or one that may require borrowing a lot of money, such as business. Court judgments against one spouse can tie up joint assets or even force their sale.

► When one or both partners have children from previous marriages. When one person dies, the jointly owned property will go to the surviving spouse, who may not provide for the deceased's children. If this is a concern, some or all property should be held separately and passed on in a will.

► When the relationship is a stormy one, or the couple is not married, or both. If one partner runs out on the other, there's nothing to stop that person from cleaning out jointly owned accounts before leaving. Also, in case of divorce, jointly owned property is split down the middle, which may cause ill will if one partner has contributed more than the other. (In some states, however, marital property can be divided by court judgment no matter who owns it.) Of course, joint ownership by a married couple protects the spouse whose contribution to the marriage is largely nonmonetary—for example, the one who handles all the housework and child-rearing and entertaining while the other concentrates on a fast-track career.

The bottom line is that you must think long and hard about your finances, your future plans, and the very nature of your relationship before you decide on an ownership strategy. If your situation is not "average," it may pay to consult an attorney or tax adviser. □

Letters

Contractor Beware

Regarding your March "Personally Speaking" article about crooked home contractors, I'd like to shed some light on the other side of the coin.

I have spent most of my life working as a carpenter; at present I teach carpentry in a vocational school. I teach my students to do good solid work, as I know the worth of recommendations.

I also teach them to watch out for certain problems in the trade. On the certificates students receive there should be a printed warning reading "Beware of Fly-by-Night Homeowners, Nickel-Dimers, and Slick Educated Consumers."

I've seen too many repairmen get beat by some creep who has the time and money to avoid paying for a good job. Even though I do understand your position, I feel this article is the usual cheap shot taken at the contractors every spring by someone who makes a living pushing a pencil and sitting behind a desk.

Paul J. Pugliese
Long Branch, New Jersey

High Price of Hard Times

We sympathize with the plight of American farmers and steelworkers ("Farm Bankruptcies and Factory Closures Threaten a Way of Life," March), because our school district feels the adverse effects of coal mine closures and layoffs. High unemployment and a declining population are affecting education programs here.

We're told we need to cut our budget by $1 million. The cuts will mean gaps in the learning process—in vocational and reading programs, to name two—plus possible staff cuts. Needless to say, these have caused major concern to the teachers and communities affected.

Jack Patrick
Saratoga, Wyoming

Social Studies Revival?

It is heartening to hear about teachers such as those cited in "Bringing Social Studies to Life" (March), who are making an extraordinary effort to revitalize social studies instruction.

But it occurs to me that their efforts are misdirected. All the examples cited, except possibly for one, seem to have as their central concern that the traditional subjects be covered following the "right" sequence, toward the objective of remembering those facts deemed to be most important. They are hardly moving in a bold new direction.

The social studies have been juggling subjects around and inventing new gimmicks to make dull subjects more palatable for years, with disappointing results. Students are still distressingly ill-informed about the most pressing problems of the day, and worse, they are frighteningly indifferent to their responsibility as citizens. In spite of many valiant efforts, the social studies continue to be largely irrelevant to the problems that confront citizens in the real world.

John Dewey observed long ago that we are always mistaking what is "covered" for what is learned. Over 50 years ago Alfred North Whitehead observed that a subject is not really understood until it is used to think through some problem.

If we really want to bring the social studies to life, we must open up the field to the study of problems—not just unsettling social problems, but also problems of what is dependable knowledge. Why should our students be required to learn as fact what scholars are still disputing? Why should schools continue to avoid the controversial when life is full of controversy?

Our preoccupation with the memorization of knowledge and the exposition of truth, to the neglect of problems that are controversial and exciting, may well be the Achilles' heel of the social studies.

Shirley H. Engle
Slidell, Louisiana

Ed. note: This correspondent, a professor emeritus of education at Indiana University, is currently coauthoring The Social Studies: An Alternate Approach.

Your March feature reports that the National Council for the Social Studies has issued a book, *Defining the Social Studies*, which states that social studies has an identity crisis. This book was published in 1977 and is now out of print. The impression is that the book is a recent one.

NCSS is well aware that social studies education needs attention. We call on NEA and all education professionals to assist us in attending to the problems facing social studies. Half truths and flashy statistics will not correct these problems nearly as much as a concerted effort for improvement by all who are concerned about the quality of social studies education.

Frances Haley
Executive Director, NCSS
Washington, D.C.

'Aquarius Rising'

Your Jan./Feb. "Trend" item wonders whether "the spiritual heirs of yesterday's flower children are preparing once again to shake up The Establishment." Those of us who have been active in peace and social justice issues since the days of Martin Luther King, Jr., wouldn't be surprised.

The establishment has once again inculcated material wealth as the sign of success. Too many offspring of the yuppie generation are drowning in "things" while their lives are empty, with little sense of belonging to humanity, most of which is oppressed, repressed, and hungry.

Whether the trend watchers call it Neo-Psychedelic Renaissance or some other buzz word is irrelevant. The next generation of activists has been a long time coming. With hero figures such as Martin Luther King, Jr., Mahatma Gandhi, Desmond Tutu, Grace Paley, and others, this neo-movement has yet another opportunity for uniting the planet against oppression, racism, sexism, and violence. The establishment need only look over its shoulder.

Jozef Hand-Boniakowski
Wells, Vermont

'Benestrophic' Drugs?

One of your Jan./Feb. "trend" items listed among the "benestrophic or intensely favorable developments now on the horizon" no less than three new drugs. One was a "happiness" pill. We've plenty already—the only problem is the side effects and dependency. Another was a pill to control aging. Our senior citizenry (of which I'm one) creates more problems than we have answers for now. And "intelligence-boosting brain drugs." Well! It looks to me as if the things proposed to be 'benestrophic' will prove to be catastrophic.

Earl Allen
Montebello, California

Sanctions and Apartheid

It is most unfortunate that so many of our federal legislators feel a greater responsibility to the people of South Africa than to the Americans who have elected them. Last year, both the House and Senate voted to impose economic sanctions against South Africa. These sanctions would require the liquidation of U.S. assets in South Africa.

On the surface, this may not seem significant. However, when one considers the enormous financial loss to teacher retirement systems, the sanctions become very significant.

In Illinois alone, the TRS (Teachers Retirement System) has warned its members that it would suffer a $300 million loss. Such a loss would drastically reduce retirement benefits, and it is quite possible the System may never recover. The situation is similar in other states.

Supposedly, the sanctions would force the government of South Africa to discontinue its policy of apartheid. Allegedly, it is a moral issue. Strangely enough, we have not imposed such sanctions against other governments which have suppressed human rights. In many countries to which we give aid, women are regarded as inferior and denied basic rights; behind the iron curtain, many people are held in virtual slavery, or at least captivity (Estonia, Latvia, Poland)—still no real sanctions there.

Even stranger is the fact that Blacks from neighboring Black-ruled countries are actually eager to get to South Africa, apartheid or not. Further, responsible Black leaders both here and in South Africa admit that sanctions will hurt the South African Blacks most.

Teachers are justified in feeling they have been betrayed by their Congressmen and Senators.

Marshall Serbick
Berwyn, Illinois

What's a 'Balanced' Diet?

The suggestion ("Junk Food Junkies," Dec. 1985) to eat right is not enough. What we have to eat is grown in chemically treated soil, exposed to air and water pollutants, overprocessed and depleted of nutrients, injected with hormones and medications, and loaded with preservatives and artificial chemicals. The suggestion might better read: do some personal research, eat right, and get some help from vitamins and minerals.

It always amazes me to see such strong criticism of vitamins and minerals, which are found naturally in foods, while nothing is said of the toxic side effects and deaths from drugs regularly prescribed by physicians.

Carmela Maffei
Lebanon, New Jersey

Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

'The Voyage Was Incomplete, But the Important Lessons Were Taught'

Christa McAuliffe will be remembered—not because she was an astronaut, but because she was a teacher.

Teachers have traditionally paid dearly for the decision to pursue a lifetime of teaching. Now, as a profession, teachers will be strengthened by the knowledge that one of their colleagues has secured for the entire profession this nation's respect and admiration. Christa symbolized the quiet courage and the spirit of enthusiastic participation that teachers bring to the life and to the very future of this country.

Ronald J. Turner
Columbia, Missouri

"Now she will never get to teach her lessons from space," a news commentator remarked. Oh, but Christa, you did teach your lessons, and how powerfully you reached us!

You taught us to have enthusiasm. Never have I seen a teacher so filled with a "gusto" to experience life and to want to share that with students.

You taught us to hold fast to our dreams, and you showed the world your determination in the grueling training.

You taught us to have courage. The challenge beckoned, and you answered firmly when your feet left Florida soil to enter the Challenger.

You taught us to show love. Students all over this nation knew you cared enough to venture forth to experience for them what it is like out there.

Although the voyage was not completed, you taught your lessons on enthusiasm, dreams, courage, and love. The profound silence of your last classroom spoke more loudly to us than any words you could have said.

Garlin Mayberry
Clarksville, West Virginia

Please resist the temptation to martyr McAuliffe; the six other astronauts were our students.

Bruce Reeves
Walnut Creek, California

There is one extremely important lesson that was taught that day. It is about human value and humanity around the world. We, the world, all came together as one. One thought was on our minds, one concern, and everyone sympathized.

This shuttle mission was devoted to the education of students. Let's pass this message of humanity to our children.

Karla Amburgey
Moorestown, New Jersey

Contribute to Education Fund in Christa McAuliffe's Memory

As the letters here—a small sampling of those received in the weeks following the shuttle tragedy—show, Christa McAuliffe's lesson of growth and daring touched many lives.

NEA wants to make sure that the dreams Christa kindled in teachers and students alike grow into reality, that teachers have the chance to pursue new visions and to open new horizons for their students, and that students have the chance to follow Christa McAuliffe's spirit—and her career.

The Association has therefore set up the Christa McAuliffe American Education Fund to help students who want to become teachers, and to help teachers improve their skills or develop creative projects for all students.

You are invited, through the Fund, to help broaden the opportunities for the kind of teaching and learning that Christa McAuliffe symbolized.

Contributions, which are tax-deductible, can be made to—

Christa McAuliffe American Education Fund
American Security Bank
P.O. Box 0149
Washington, DC 20055.

The Fund will be administered by the National Foundation for the Improvement of Education. In the first large contribution to the fund, Chevron USA, Inc., has donated $10,000.

Debate

Should America's Schools Unplug Their Public Address Systems?

Barbara Porter

YES

Judy Wagner teaches fourth grade at Hoover Elementary School in Mason City, Iowa. A 19-year teaching veteran, Wagner is an activist in the Mason City Education Association. She has served as president and membership chair and is currently UniServ unit president.

Are intercom systems in schools examples of progress in our society? I think not. In fact, I believe the public address system is a hindrance to educational excellence.

During the last few years, we've all seen reports on the status of our schools that have called for greater effectiveness in the classroom. According to these reports, one common characteristic of an effective classroom is uninterrupted teaching time. I maintain that daily messages announced over the intercom are a major disruption not only for students but also for teachers.

I recognize that there are times when it's necessary to get a message to someone quickly. Those occasions are rare. What usually happens is that messages of no great consequence are delivered with the seriousness and urgency of a national emergency.

It's as if someone in the school office says, "Gee, it's dull in those classrooms. Let's see if we can liven them up," or "Let's see how many times our teachers can effectively pull their classes back together in one day."

Imagine spending an evening planning how you can capture your fourth graders' attention in a history lesson. Imagine *succeeding* the next day. At this point, the messages start. Is it really important to know that Johnny's band instruments have arrived when his band lesson isn't scheduled for another three hours? Or that Priscilla, who is in first grade, is to be excused at 2:30 (it's now 10 a.m.)? Or even that the Boy Scouts will be meeting in a different room?

Morning announcements could be Xeroxed and sent to individual classrooms. Then the teachers themselves could determine when best to fit them into the day's program—if at all. The same holds true for the Pledge of Allegiance. Students are more likely to participate when a classmate—rather than a disembodied voice heard throughout the school—leads the pledge.

As for afternoon announcements, teachers know when buses are due and when the school day is about to end. We don't need to be reminded of these things. We may not even need a bell—just a good clock.

Unless there's an emergency, telephone messages—even for teachers—can be held in the office.

It wouldn't be so bad if a time were set aside for all announcements. We could be prepared with earplugs to cut down on the volume. We'd all have paper and pencil ready to take down every word of these important messages. But announcements come throughout the day and are a real nuisance.

I have often wondered what would happen if the intercom were left unplugged for just one day. Would we have a human catastrophe? I don't believe so. What we'd have would be one day of undisturbed teaching and learning time.

Since we can't unplug the PA system—or even find the plug to try—let's at least mandate that all those who use the system go through a training session that focuses on the following questions:

- ► Under what circumstances do we need to use the PA system?
- ► What is proper voice modulation?
- ► Which switches control what rooms? (The system is supposed to be designed so that messages can go to specific rooms. Not so. Many times we hear *everything*—sometimes even phone calls in the office.)
- ► What is the best time for all general announcements?
- ► What problems would arise if the announcements were never made?

I think if such a study were undertaken, we would find the PA system much less used—and abused. □

Jeff Scheid

NO

Dorothy Glazer is administrative school secretary at Helen J. Stewart School in Las Vegas, Nevada, a school for the handicapped between the ages of 6 and 22. Glazer serves as secretary-treasurer of the Clark County Classified School Employees Association.

The office is the center of everything that goes on in a school.

We call parents; parents call us. We enroll new students and transfer others. Teachers make requests, and we try to take care of them. We prepare lists—students who are absent, students who are tardy. We call substitutes, schedule meetings, welcome visitors, and arrange to get machines fixed, among other things.

One of the most important of those "other things" is that we communicate with the rest of the school. How do we do that? Through the intercom system. Could we do it another way? The small sampling of a day's activities I've just described should convince anyone that office personnel don't have time to take messages from room to room.

Some people suggest that we use students as messengers. But children who spend time running around the building miss precious class time—the very thing that some teachers argue we interrupt when we use the intercom.

I've heard all the arguments against the use of the intercom system, but there's one argument *for* its use that outweighs anything else: emergencies arise. For example, if a bus is stranded, we need to let students know where they must wait—*before* they decide to explore every corner of the building. And there are other, more serious, examples.

Some of the emergencies come *from* the classroom *to* the office—a sick child needs care; students are fighting in the hall or the classroom; there's a suspicious stranger in the building; or the teacher needs help for some other reason. I know these are all unpleasant occurrences to think about, but they happen—in some schools they happen several times every day.

We frequently have children in our school who have epileptic seizures. They sometimes require a nurse or another person experienced in handling such matters. Our teachers contact us through the intercom. There's simply no better way for a teacher to get immediate access to the office.

Fortunately, discipline problems are minimal at our school, but that isn't true everywhere. You need only to read the daily papers to find out about the dangers that many school personnel face during the workday.

Suppose a teacher perceives that trouble is brewing in the classroom—trouble that would require outside help. He or she can turn on the intercom system without anyone's noticing. That way, we in the office can hear what's going on in the room and be alerted to the problem. Students, too, can call the office if the teacher needs help. Even kids in elementary school can learn to use the intercom.

Today's intercom systems are designed so that it isn't necessary to disturb every classroom to get a message to one class. And when we have announcements that everyone must hear, we try to schedule them at convenient times—before classes start or during the lunch break.

Granted, the interruptions are a nuisance, but sometimes they're unavoidable. We all have days when we're bothered by the intercom. We all have days when we'd like to get rid of it. It's no fun to drop everything to take care of the problems that occurred—simultaneously—in Rooms 28, 33, and 42. But we need to remember that if the intercom goes, something else—more accurately, several things—will suffer.

Ask yourself what would happen if there were no intercom. How would emergency messages be delivered? Please don't suggest that those of us who work in the office take care of them. I've already given my argument against that. But if you're still not convinced, trade places for a day. □

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Look for the Special Services symbol throughout the year. It's your guarantee of quality, service, reliability and value. Please use the reply card in this issue of *NEA Today* to receive more information about specific Special Services offerings.

*Not available in all states.

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"I trust Special Services to be my consumer advocate if a problem should ever arise."

"This year alone I've saved money on vitamins and books, invested in a TDA, and enjoyed a wonderful vacation in Hawaii. Thank you, Special Services!"

"Special Services conducted a financial planning workshop that helped me focus on my family's future needs."